DOCUMENT RESUME

ED 250 789	EA 017 296

AUTHOR	Carney, Juanita; Chrispeels, Janet
TITLE	Schools and Communities Working Together: For Effective Schools and Stronger Communities. Reprint.
INSTITUTION	San Diego County Office of Education, CA.
SPONS AGENCY	Mott (C.S.) Foundation, Flint, Mich.
PUB DATE	Jan 84
NOTE	208p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Citizen Participation; Community Cooperation; *Community Education; *Community Involvement; *Community Organizations; Community Resources; Community Role; Community Support; *Cooperative Planning; Elementary Secondary Education; Financial Support; Needs Assessment; Outreach Programs; Public Support; *School Community Programs; *School Community Relationship; School Involvement; School Support; Shared Facilities
IDENTIFIERS	California School Improvement Program; School Community Councils

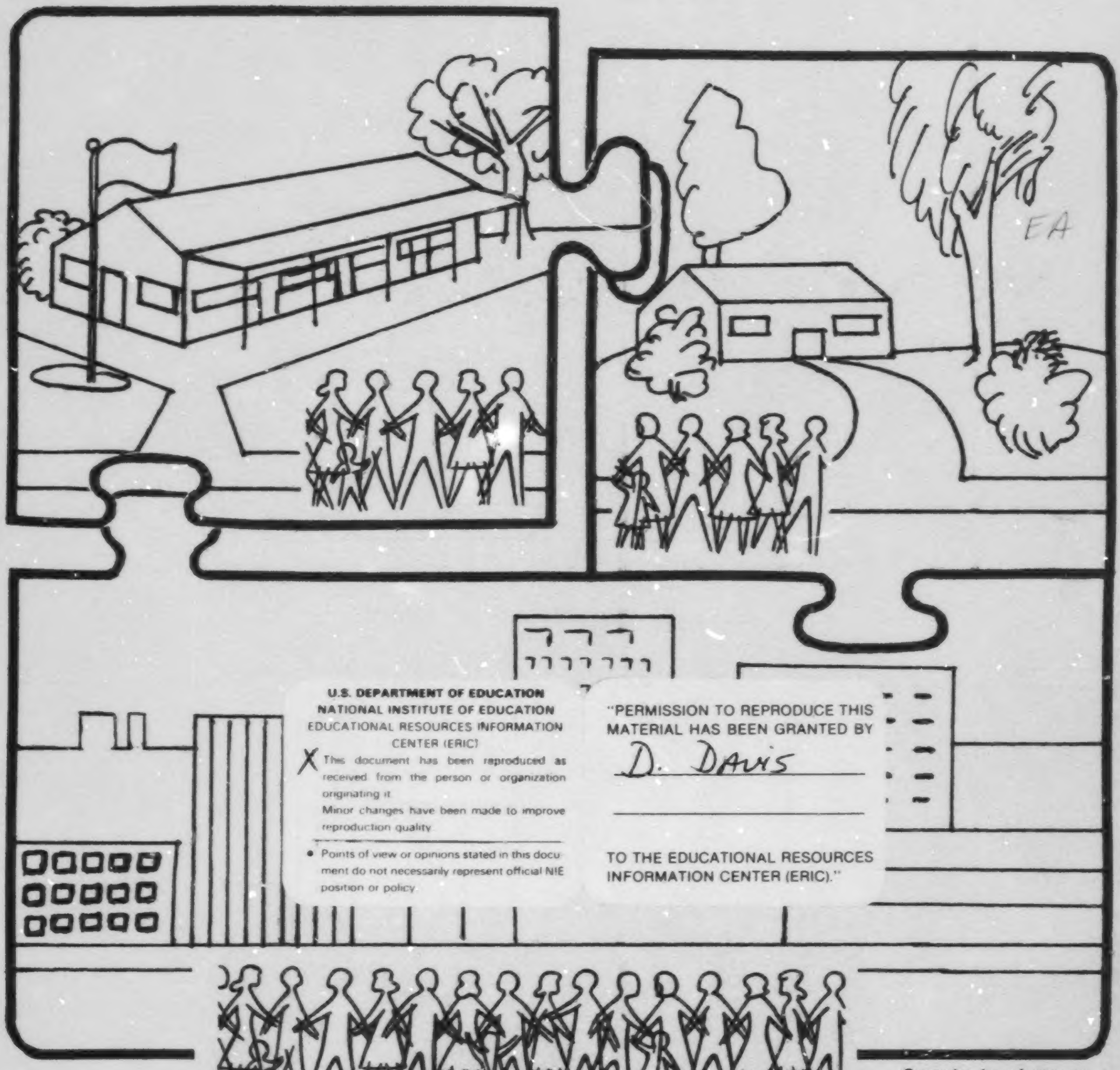
ABSTRACT

Using the school-community council as a vehicle, this manual leads school staffs, parents, community representatives, and school council members step-by-step through suggested tasks to strengthen schools and to help restore confidence in the public school system. Chapter 1, "Schools and Communities Working Together: A Rationale," defines the role and purpose of the California School Improvement Program, delineates the concept of community education, and discusses the benefits of integrating school improvement and community education. Chapter 2 concerns "Planning for Effective Schools," while chapter 3 covers "Needs Assessments for School and Community." Chapter 4, "Effective Councils: Keys to Success," provides models for linking or merging school and community councils. Chapter 5 covers "Orientation and Training for School-Community Council Members," and chapter 6 concerns "Identifying and Using Community Resources for School Improvement." Chapter 7 provides brief descriptions of 11 exemplary "Model School Programs." Chapter 8 covers "Staffing, Funding, and Budgeting: How to Do the Most with the Least." Chapter 9 provides policy guidance on "Community Use of School Facilities," while chapter 10 discusses "Overcoming Barriers and Realizing Benefits" of school and community cooperation. Eleven charts and 19 worksheets for identifying community resources and evaluating tasks are included throughout the text, and four appendixes are provided: (1) sample questions for opinion surveys, (2) how to organize a community goal-setting conference, (3) leasing policies, and (4) glossary of terms. (TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SCHOOLS AND COMMUNITIES WORKING TOGETHER: FOR EFFECTIVE SCHOOLS AND STRONGER COMMUNITIES

ED250789



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
D. Davis
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Cover by Jane Lazerow

EA 017 296

Gerald A. Rosander
Superintendent of Schools • San Diego County Office of Education

SCHOOLS AND COMMUNITIES WORKING TOGETHER: FOR EFFECTIVE SCHOOLS AND STRONGER COMMUNITIES

By
Juanita Carney and Janet Chrispeels

San Diego County Office of Education
6401 Linda Vista Road, San Diego, California 92111-7399
Reprinted January 1984

SAN DIEGO COUNTY BOARD OF EDUCATION

Jack Port, *President*

Carl M. Forrester

Ann Navarra

Joseph Rindone, Jr.

Amy Villalobos

Gerald A. Rosander, *Secretary*
Superintendent of Schools

ACKNOWLEDGEMENTS

Without the support and help of the following people this book would not have been written. Our many thanks to:

Bruce Braciszewski, Director, and Tiamoyo Sukumu, Project Coordinator, at the Center for Community Education, San Diego County Department of Education, for overall support and guidance for the project.

Pat Stewart, Community School Specialist, Bancroft Community School, for providing an outstanding model whose many programs serve as examples throughout this book.

Kim Hamilton, Community School Specialist, Lauderbach Community School, for giving information on the Lauderbach model and programs.

Bill Scott, Director of Community Education, Fresno Unified School District, for sharing the experiences and actions of the Fresno Unified School District in implementing a district-wide community education model.

Margaret Gaston, Consortium Consultant, California State Department of Education, for the opportunity to test our ideas and materials at SIP planning workshops and for reviewing the manuscript.

Bert Perlman, County Coordinator, Laboratory in School and Community Education, Santa Barbara County Schools, for carefully reviewing the manuscript and providing materials for Chapter 9 and Appendix C, Leasing Policies.

Judy Rauner, volunteer program consultant, author and speaker, for reviewing the manuscript and offering advice based on her rich experience in working with schools and communities.

Jackie Berman, Director, Information Project on Education: Network, for providing a superb job of editing the manuscript and encouraging our efforts.

Sue Klump, Intern, Center for Community Education, Los Angeles County Department of Education, for materials used in Chapter 9.

Juanita Haugen, Intern, Center for Community Education, Alameda County Department of Education, for materials.

Alan Bright, Center for Community Education, San Diego County Department of Education, for materials on school business partnership.

Larry Lezotte, Project Director, Institute for Research on Teaching, Michigan State University, for providing material and guidance on Chapter 2.

Elinor Meadows, former San Diego City School Art teacher for suggesting many graphic and layout ideas.

Jackie Price, Center for Community Education, San Diego County Department of Education, for always being cheerful in assisting us with this project.

Helen Williams for typing the manuscript.

Mark Helmuth, art student, for drawing charts 6 and 11.

Jane Lazerow, artist, for designing cover.

We are indebted to countless parents, community members, school staffs, and students who have been leading the way in California to bring schools and community together. We hope this book will encourage them to continue their work and assist others in taking the first step.

This book would not have been possible without the support and understanding of our families who during the long summer months never saw the top of the dining room table. A special thank you to them.

This project was made possible through a grant from the Charles Stewart Mott Foundation.

TABLE OF CONTENTS

FOREWORD vii

INTRODUCTION viii

Why Was "Schools and Communities Working Together" Written? viii
Who Should Use This Book? viii
What Is To Be Gained By Using This Book?. ix
How Should This Book Be Used? ix

CHAPTER 1 SCHOOLS AND COMMUNITIES WORKING TOGETHER: A RATIONALE . . . 1

What Is The California School Improvement Program?. 3
- The Purpose of the School Improvement Program
- Role of the School Site Council
- Relation of School Improvement to the Community

What Is Community Education?. 4
- Community Education: The Concept
- The Community Education Program

Integrating School Improvement And Community Education. 5
- Benefits of Linking School Improvement and Community Education
- Using Community Resources to Meet School Improvement Responsibilities

CHAPTER 2 PLANNING FOR EFFECTIVE SCHOOLS. 9

What Are The Characteristics Of An Effective School?. 11
What Is An Effective School?. 13
- Determining a School's Effectiveness

What Is The School Improvement Planning Process?. 16
School Site Council School Effectiveness Self-Assessment. 19

CHAPTER 3 NEEDS ASSESSMENTS FOR SCHOOL AND COMMUNITY. 29

What Is A Needs Assessment? 31
Why Is A Needs Assessment Necessary?. 31
Techniques To Use In Conducting A Needs Assessment. 32
- Collecting Facts and Figures
- Techniques for Collecting Facts and Figures
- Techniques for Collecting Opinion and Attitude Data
- Written Opinion Surveys
- Interviews
- Discussion Groups and Community Meetings

Steps To Follow In Carrying Out A Needs Assessment. 39

CHAPTER 4 EFFECTIVE COUNCILS: KEYS TO SUCCESS. 47

Characteristics Of Effective School Community Councils. 49
Responsibilities Of School Community Councils 51
Models For Linking Or Merging School And Community Councils 52
- Expanding the School Site Council
- Maintaining Separate Councils
- Forming One Joint Council
- Establishing a Community-wide Council

CHAPTER 5 ORIENTATION AND TRAINING FOR SCHOOL-COMMUNITY COUNCIL MEMBERS: ESSENTIAL INGREDIENT FOR EFFECTIVENESS 61

Need For Council Training 63
Council Orientation 63
Assessing Council Member Needs 64
On-going Council Assessment And Training 66
- Conducting Effective Meetings
- Setting Goals and Developing Council Cohesion
- Building Communication Skills
- Problem-solving and Decision-making

CHAPTER 6 IDENTIFYING AND USING COMMUNITY RESOURCES FOR SCHOOL IMPROVEMENT 79

Incorporating Community Resources Into School Improvement Plans . . 81
Identifying Community Resources 84
- Locating Community Resources on a Map
- Recruiting Volunteers
- Defining Volunteer Jobs

CHAPTER 7 MODEL SCHOOL PROGRAMS: WAYS TO MEET COMMUNITY NEEDS 107

Children's Creative Project (Partners In The Arts) 110
Rancho Vejar (Outdoor Farm School) 111
La Escuela De La Familia (Hispanic Families Cultural Center) . . . 112
Latch-Key (Before And After School Child Supervision) 113
Silver Threads (Student Outreach Program To Seniors) 114
Student Counseling (School-Counseling Agency Cooperation) 115
Adopt-A-Grandparent 116
Lauderbach Community School (A Model SI/CE Merger) 117
Children's Creative Workshops (A Community Run Summer School) . . . 119
Volunteer Network Of Saddleback Valley 120
Adopt-A-School (San Diego County Program) 122

CHAPTER 8 STAFFING, FUNDING AND BUDGETING: HOW TO DO THE MOST WITH THE LEAST 125

Creative Models For Staffing School-Community Outreach Programs . . 127
- Bancroft Community School
- Chula Vista City Schools
- San Diego School-Agency-Business Partnerships
- Fresno Unified School District
- Creating a Community Aide Position

Funding School And Community Programs 129
- Tips for Securing Community Resources

Dealing With Dollars: Working With The Budget 131
Step One: Identify All Current Sources of Income 131
Step Two: Find Out How Much Each Objective Will Cost 133
Step Three: Set Budget Priorities 137
Step Four: Prepare a Summary Budget Sheet 137
Step Five: Inform the Community About Budget Decisions 139

CHAPTER 9 COMMUNITY USE OF SCHOOL FACILITIES. 143

Joint Use And Shared Use Of School Facilities 145
  - Definitions of Joint and Shared Use
  - California Civic Center Act
  - Benefits of Free Community Use of Schools
  - A Joint Use Model
  - Shared Use Model

Leasing Policies. 150
  - Negotiating the Lease
  - Finding the Right Lessee

Insurance Issues. 153

CHAPTER 10 OVERCOMING BARRIERS AND REALIZING BENEFITS 155

Barriers To School And Community Working Together 157

Benefits Of School And Community Working Together 158

APPENDICES 161

Appendix A Sample Questions For Opinion Surveys 161

Appendix B How To Organize A Community Goal Setting Conference. . 177

Appendix C Leasing Policies 183

Appendix D Glossary Of Terms. 195

WORKSHEETS

WORKSHEET 1 EVALUATING COUNCIL MEMBER NEEDS. 65

WORKSHEET 2 ASSESSING COUNCIL MEETING EFFECTIVENESS. 67

WORKSHEET 3 ANALYZING GROUP GOALS. 68

WORKSHEET 4 ASSESSING GROUP COHESIVENESS 70

WORKSHEET 5 ASSESSING GROUP COMMUNICATION. 72

WORKSHEET 6 ASSESSING A GROUP'S PROBLEM-SOLVING APPROACH 73

WORKSHEET 7 ASSESSING DECISION-MAKING PROCEDURES 74

WORKSHEET 8 IDENTIFYING YOUR COMMUNITY RESOURCES 88

WORKSHEET 9 COMMUNITY RESOURCE INVENTORY CARD. 94

WORKSHEET 10 COMMUNITY SERVICE INVENTORY CHART. 95

WORKSHEET 11 FIELD TRIP RESOURCE WORKSHEET. 96

WORKSHEET 12 VOLUNTEER INTEREST FINDER. 99

WORKSHEET 13 VOLUNTEER JOB DESCRIPTION. 100

WORKSHEET 14 VOLUNTEER JOB AGREEMENT. 102

WORKSHEET 15 ANTICIPATED REVENUE SOURCES. 132

WORKSHEET 16 BUDGET PLANNING SHEET FOR SIP OBJECTIVES 134

WORKSHEET 17 SPECIAL PROJECT BUDGET WORKSHEET: PROPOSED EXPENDITURES . 136

WORKSHEET 18 BUDGET SUMMARY WORKSHEET 138

WORKSHEET 19 EVALUATING POTENTIAL LESSEES 152

FOREWORD

Restoring public confidence in our schools is a high priority for those of us who recognize the necessity of community support to quality education programs. Schools and Communities Working Together focuses on accomplishing this goal by bringing schools and communities together for improved schools.

No quick panaceas are offered. However, using the school - community council as a vehicle, this manual leads school staffs, parents, community representatives and school council members step - by - step through suggested tasks to strengthen our schools and to help restore confidence in our public school system.

When schools and communities join forces, schools increase their capacity to focus on student learning needs by using community resources for school improvement. In addition, schools can realize their potential of serving as neighborhood centers by offering learning opportunities for community members of all ages. This school-community partnership can be a positive force for the future.

Resources and support for development of this manual were provided by the San Diego County Department of Education's Center for Community Education. Additional information or assistance regarding school-based community education can be obtained by contacting the center at (619) 292-3753.

Gerald A. Rosander
Superintendent of Schools

INTRODUCTION

WHY WAS "SCHOOLS AND COMMUNITIES WORKING TOGETHER" WRITTEN?

Last spring as interns at the Center for Community Education, San Diego County Department of Education, we visited several schools which through cooperative efforts with their communities were meeting both school and community needs. These schools have built school-community partnerships by combining the California School Improvement Program (SIP) with Community Education. Among California public schools, schools that have formed such partnerships are the exceptions rather than the rule.

As interns, we also conducted a survey of all SIP schools (K-12) in San Diego County to find out if they were utilizing community resources in their School Improvement Program. The results of the survey showed that many of the schools were utilizing some community resources, but it appeared that there was no systematic approach to integrating community resources into S plans. The results also indicated that most of these schools were not using their own resources to help meet community needs.

However, it was clear from communicating with these schools that there was interest in learning how to better integrate school and community efforts so that both would benefit. Through our research we discovered that there were materials on School Improvement and materials on Community Education, but there were no materials which showed how SIP and Community Education could be linked. After talking with school staffs, parents and community members, we decided to write this book to assist schools committed to strengthening their instructional program and at the same time wanting to serve the larger community.

WHO SHOULD USE THIS BOOK?

This book is designed for use by council members, SIP resource teachers, coordinators, community specialists, principals, classroom teachers, district personnel and community leaders. Any individual listed above will find the whole book or individual chapters helpful. However, we believe no one person can implement a school-community partnership. It must be a cooperative effort with a school-community council playing the lead role with full support from site and district administrators. Therefore, the book is specifically written to assist school-community council members to play an active role in bringing school and community together. We also believe that by using this book councils will not only be able to accomplish more, but individual council members will receive more satisfaction from their council tenure.

WHAT IS TO BE GAINED BY USING THIS BOOK?

By using the information and worksheets in this book you will better understand the value of schools and communities working together. Many schools want to improve their school programs and increase their effectiveness in meeting student needs. This goal can be met when parents and community members become actively involved and community resources are tapped to meet student needs.

Both schools and communities have been adversely affected by recent budget cutbacks. Not only are schools curtailing many of their programs, but so are park and recreation departments, senior citizen centers, libraries, counseling and other social support services being required to reduce their level of services. This book is designed to help you identify needs and resources of both school and community. We believe that through collaborative efforts, schools and communities will be better able to maximize the use of present resources, identify new resources and develop the clout necessary to insure adequate funding for both schools and communities.

Another purpose of this book is to assist schools and communities in establishing effective school-community councils. We believe that creating effective schools and building strong communities can only be accomplished through a partnership effort. A school-community council is one of the best vehicles for achieving these goals.

HOW SHOULD THIS BOOK BE USED?

The book, as a whole, provides the reader with the basic understanding of how school improvement can be linked with the concepts of community education. Both school improvement and community education are processes for solving problems. This book shows the similarities in the processes, and serves as a resource to help the problem-solving process become more effective in bringing school and community together.

The individual chapters are steps for councils to take in implementing a school improvement program with a community focus. However, the book is designed so that individual chapters can be used singly as a resource when the need arises.

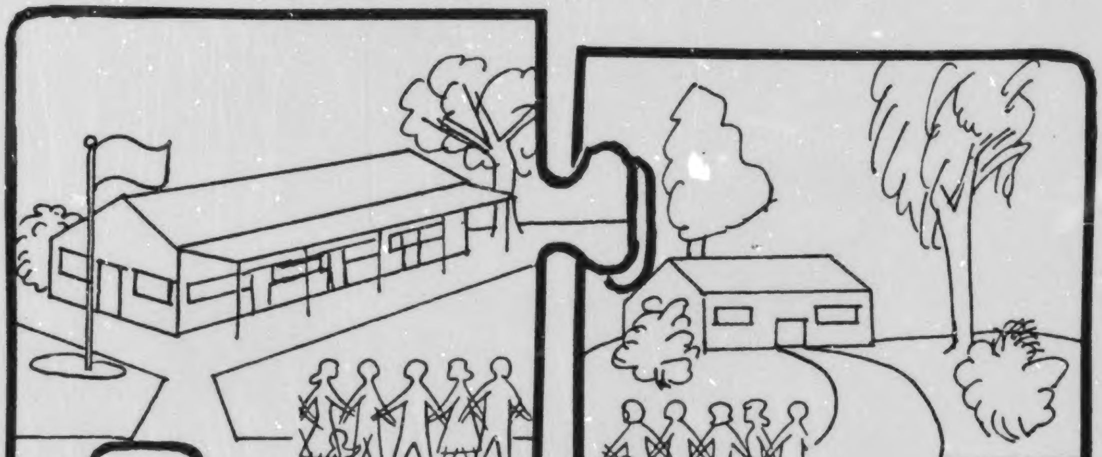
Worksheets are provided which give school councils the tools to identify community resources. Other worksheets help the council evaluate how well it is accomplishing its tasks. Some of the worksheets, where appropriate, are completed to show how they can be used. A blank one is provided for the council to duplicate and use.

By using the worksheets, this book becomes more than an informational book. It is a working tool to help your school and community come together to face the challenges of today.

1

SCHOOLS AND COMMUNITIES WORKING TOGETHER:

A RATIONALE


Jane Lazerow

In this chapter we will explore the concepts and philosophy of the California School Improvement Program and of community education. We will show how the two philosophies and programs can be merged. There is a growing commitment to this merger by the California State Board of Education and the State Department of Education because of the obvious benefits to both school and community.

WHAT IS THE CALIFORNIA SCHOOL IMPROVEMENT PROGRAM?

The California School Improvement Program (SIP or SI) was launched in 1976 as part of a major school finance reform measure (Assembly Bill 65). However, SI has its roots in the Early Childhood Education Program (ECE). AB 65 extended and modified the ECE concepts to encompass all students in grades K-12. To implement the SIP program, the State provides financial resources to assist schools in meeting their needs ($65 to $140/student, depending upon the grade level).

The Purpose of the School Improvement Program

The goal of school improvement is to insure that all students master basic skills as well as acquire information and knowledge in a broad range of areas that will enable them to be productive citizens. SI is based on the premise that each local school can best identify the needs of its students, and that parents, teachers, principal and students (at the secondary level) working together cooperatively are best equipped to address those needs. Thus SI is a process of joint planning and decision making by parents and school staff. The community and staff decide what students should achieve, identify student and school needs, develop a plan of action and then evaluate the results. This planning process is cyclical and on-going.

Role of the School Site Council

The heart of the school improvement process is the School Site Council which must be established if the school is to receive state SI funds. The council is composed of parents and community members, elected by parents, teachers selected by fellow teachers, non-teaching school staff chosen by other support staff, the principal and students elected by students at the secondary level. The council must carry out the SI planning process by developing a three-year school improvement plan, allocating the financial resources to implement the plan and evaluating the school's progress in achieving its goal.

Relation of School Improvement to the Community

The architects of the School Improvement Program saw the need and potential for schools to establish closer ties with their communities. The law enables and encourages schools to look beyond their own walls to the community for resources and help in meeting student needs.

Several sections of the California Education Code dealing with School Improvement provide the foundation for SI schools to develop extensive relationships with their communities. In the Education Code, community members are defined and schools are encouraged to include them as members of the school site council (S52000f, S52001b and S52012). Secondary students must be provided with information on careers and have opportunities for community-based learning (S52017a & b and S52034). Another section of the Code stresses that schools should use community resources whenever possible to complement and enrich the SI program (S52015a). Under SI guidelines, schools are not only to improve their learning environment, but also their relations with the community (S52015d).

Some local schools in California have creatively used some of their SI dollars to reach out to the community to find community resources--both people and money--which have enabled them to achieve significant school improvement gains.

However, many other schools have not made any effort to involve community members on the council or to find and use community resources. The initiative and action lies with the school site council. It is up to each school council to tap the rich potential of its community. Understanding the concept and practice of community education can help schools know how to use community resources and become a resource to the community.

WHAT IS COMMUNITY EDUCATION?

Community Education: The Concept

Community education is a concept that encourages an expanded role for public education to provide educational, recreational, social and cultural services for all people in the community. When a school responds to the needs of the community, it becomes an integral part of community life. A true partnership is created between school and community. When the school opens its doors to the community, it allows the community to become a resource for the school by enriching the school curriculum and extending learning opportunities for both children and adults.

One of the key elements of community education is the opportunity it provides for community people to participate in making decisions regarding community and school matters. The community school council is the vehicle that helps to carry out the community school process of assessing community needs and developing programs and activities to meet these needs. Through cooperation and communication, civic, business and lay leaders along with community agencies and organizations become partners with school personnel (principal, teachers, community school director and support staff) in planning and implementing a school which truly serves the community. Members of this team work together in assisting citizens in identifying school and community needs and seeking out the human and financial resources in the community which can assist in meeting identified needs.

The Community Education Program

Usually community education programs run parallel to the school program and are not integrated into the daily instructional time of the school's academic program. Many of the programs are run after school and during evening hours. These programs are varied and may include:

Senior citizen activities
Park and recreation classes
Youth clubs
Childcare programs
Adult education classes
Health services

...A PEOPLE PLACE
COMMUNITY SCHOOLS

In more comprehensive approaches, the community education process is integrated, whenever possible, into the regular school program, such as, high school students working in the community, senior citizens working in the classroom and community agency counselors working with school children at the school site (see Chapter VII, Model Programs). The purpose of this guide is to assist schools in integrating the programs and processes of school improvement and community education.

INTEGRATING SCHOOL IMPROVEMENT AND COMMUNITY EDUCATION

There are many common aspects to SI and community education which allow for a natural integration of the two concepts.

> Each has its basis in a thorough needs assessment, each demands a goal-setting process and program development to follow the goals, each sees the strength of a representative council with decision-making power and each practices evaluation and review with emphasis on quality. ("School Based Community Education: Next Step in School Improvement," Concept Paper, State Department of Education, Community Education Task Force.)

Benefits of Linking SI and Community Education

Half of the 7,500 schools in California have School Improvement Programs. Approximately 200 schools in California have developed community education programs. Most of these 200 schools have both SI and community education. In some of these schools the two programs have been successfully integrated. The California State Board of Education applauds these efforts and has outlined the ensuing benefits in their School Board Policy on Community Education.

School-based community education:

- Enhances and supports the quality of the K-12 learning environment by working to end isolation between school and community.

- Maximizes both human and financial resources through interagency approaches for effective coordination of existing governmental agencies, businesses, industry, labor, human service organizations and civic organizations within a given community to improve and complement school programs.

- Extends educational, health, cultural and recreational opportunities to avoid unnecessary duplication of services and to save tax dollars and maximize school support.

- Promotes a more efficient use of schools, other public buildings and surplus school space.

- Encourages a sense of community pride and ownership at the local school site which can result in a reduction of violence and vandalism.

- Reinforces the benefits to schools of broad participation in identification of needs, problem solving, decision making and program development at the local level.

Using Community Resources to Meet SI Responsibilities

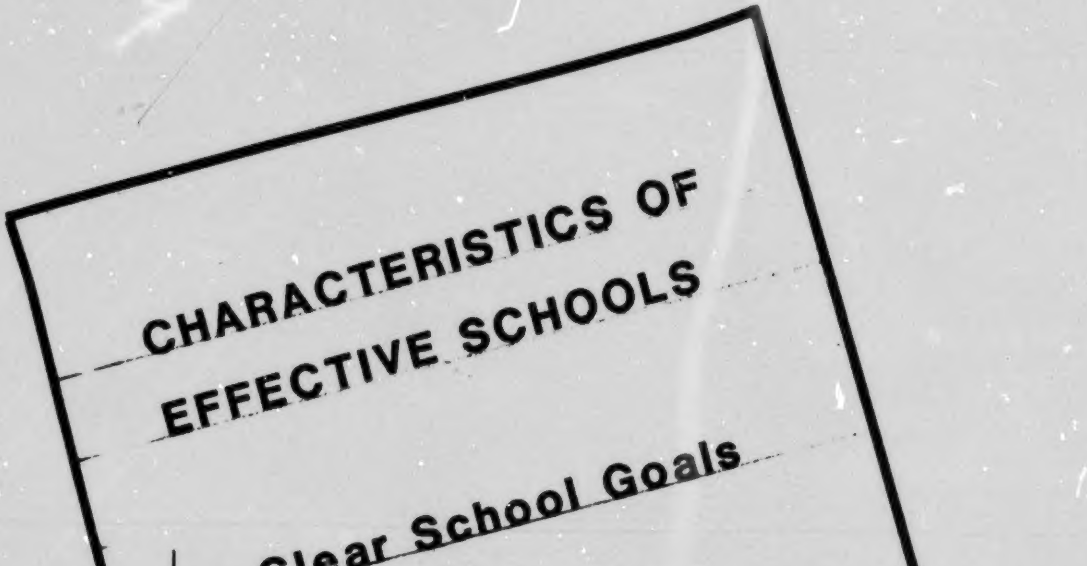
School site councils set up to implement a school improvement program have been given a number of responsibilities. Community resources can be used to help meet these responsibilities. The following chart graphically illustrates some school site activities and how community resources can help to fulfill them.

Chart 1

SCHOOL SITE COUNCIL ACTIVITIES	HOW COMMUNITY RESOURCES CAN HELP
1. Provide periodic evaluations of pupil health.	1. Can be done in cooperation with local health agencies which provide free dental and health examinations.
2. Offer parent education programs.	2. Parenting classes run in conjunction with adult education, community college or social service agencies.
3. Provide "timely advice" on learning options and career opportunities for secondary students.	3. Use local businesses, professionals and colleges to provide firsthand and hands-on introduction to careers.
4. Provide alternative learning environment for secondary students.	4. Develop community-based learning programs, work study programs, apprenticeships and community service opportunities with public agencies and local businesses.
5. Help to improve the school environment through reduced absenteeism, vandalism and violence among pupils.	5. Use community volunteers to lower student to adult ratio; allow extensive use of school facilities to increase occupancy and create a sense of pride and ownership of the school.

Survey data collected from SI schools in San Diego and other California counties have shown that some schools in one way or another are using community resources to enhance their SI programs. However, there does not seem to be a systematic approach to identifying and using community resources. The community education process provides a more comprehensive framework with which to identify and use community resources to meet SI goals and objectives. The following chapters will assist school councils interested in finding out the needs of both their school and community and in locating the resources to address these needs. Such collaboration between school and community is essential for building effective schools and stronger communities.

2 PLANNING FOR EFFECTIVE SCHOOLS



CHARACTERISTICS OF EFFECTIVE SCHOOLS

- √ 1. Clear School Goals
- √ 2. High Expectations
- √ 3. Instructional Leadership
- √ 4. Parent, Community Participation

This chapter will discuss the characteristics of an effective school, define what is an effective school, discuss the significance of the school improvement planning process in building effective schools and the role of community education in helping schools to be not only effective, but to move towards excellence.

WHAT ARE THE CHARACTERISTICS OF AN EFFECTIVE SCHOOL?

Do schools make a difference in how well students learn, or does only socio-economic class (as reflected by family income level) determine learning outcomes? In the last ten years several educational researchers* have turned their attention to this question. They have demonstrated that schools do make a difference. They have identified schools in which students labeled disadvantaged are achieving academically at a higher level than would be expected on the basis of their socioeconomic status. The researchers describe such schools as "effective," and ask "why are these students achieving so well?" "What is the school doing to help these students be successful?" "What distinguishes this effective school (a school where all children are learning regardless of their economic background) from other schools where similar students are not mastering the basic skills?"

Not all the answers are known, but an interesting list of characteristics and qualities is emerging. The following is a brief summary of some of the characteristics associated with these effective schools.** You may want to rate your own school while you read.

SCHOOL RATING

___ YES ___ NO

___ NEEDS IMPROVEMENT

1. **Clear and focused school goals.** The school has a clearly articulated mission which is communicated to all school staff, parents and students. The mission and goals serve as the focal point of a school improvement planning process. School staff understand and are committed to achieving the goals through instructional goals, priorities, assessment procedures and accountability.

* Educators who are conducting research on instructionally effective schools are: Edmonds, Lezotte, Brookover, Bloom, Clark, Lotto, McCarthy, Venezky, Winfield, Madden, Lawson, Sweet, Austin, Madaus, Thomas, Rutter and Mortimore.

** This list of characteristics has been adapted from Your School: How Well Is It Working? by Donald Thomas. Columbia, MD; National Committee for Citizens in Education, 1982, and from "Effective Schools: Research and Implications," by Lawrence W. Lezotte in Citizen Action in Education, Vol. IX, No. 1, June 1982.

SCHOOL RATING

___ YES ___ NO

NEEDS
___ IMPROVEMENT

2. **High and realistic expectations for student achievement are held by the school staff.** Research clearly shows that achievement in schools is related to high expectations of all students. Students need to be expected to complete assignments, meet deadlines and do their best in everything they undertake. Research also shows that student achievement is enhanced when parents hold high expectations, are informed of what is expected by the school and support what teachers require students to do.

___ YES ___ NO

NEEDS
___ IMPROVEMENT

3. **Instructional leadership is provided by the principal.** The principal in an effective school acts as an instructional leader keeping the school focused on its goals and objectives, observing and assisting teachers to become instructionally effective in their classrooms, and setting the tone of high expectations for staff and students alike. Principals in effective schools have a "can do" approach to problems, seek and respond to advice from parents and staff and lead their schools with courage and initiative.

___ YES ___ NO

NEEDS
___ IMPROVEMENT

4. **Emphasis is placed on teaching and learning.** In effective schools, instructional quality is a priority. Teachers strive hard to find successful teaching strategies, especially for those students who have the most difficulty learning. The staff continually looks for ways to enhance teaching skills through staff development activities. In classrooms, learning time (time on task) is maximized by well-planned learning activities, few disruptions and school-wide agreement about the importance of the instructional program.

___ YES ___ NO

NEEDS
___ IMPROVEMENT

5. **A safe and orderly environment is maintained.** In an effective school the climate is orderly, purposeful and free from the threat of physical harm. The climate is conducive to teaching and learning but is not oppressive. Discipline is the responsibility of everyone. Discipline codes are clearly established and fairly and firmly enforced. Staff members provide a model for student behavior by always conducting themselves in a professional manner.

___ YES ___ NO

NEEDS
___ IMPROVEMENT

6. **Assessment of student progress is conducted frequently.** The research finding in this area is simple: when performance is regularly and appropriately measured, performance improves. In effective schools, student performance is assessed on a regular basis and students know what progress they have made or need to make. Teachers use the assessment information to alter their teaching strategies when necessary.

SCHOOL RATING

___ YES ___ NO

___ NEEDS IMPROVEMENT

7. **Positive attitudes and respect for students are expressed often by school personnel.** In effective schools, school personnel make positive comments about students, parents and the school. They are positive about the work of the school, and have a strong belief that every child can learn. Teachers realize the best way for students to learn to respect others is by showing them that they are respected. Students are not ridiculed but assisted if they need special help.

___ YES ___ NO

___ NEEDS IMPROVEMENT

8. **The school is efficiently organized.** Effective schools are well-run organizations. Skills of staff members are identified and used to the benefit of the whole school. Teaching is organized, lessons well planned and everyone supports commonly held objectives. Success is the result of good planning, hard work and a determined attitude to have the best school possible.

___ YES ___ NO

___ NEEDS IMPROVEMENT

9. **Parent/community participation is encouraged and appreciated.** Research shows that parent participation can contribute to effective schools and student achievement. In good schools, parents are appreciated, are encouraged to help their children at home, participate in school affairs and are given opportunities to make important school decisions. Teachers are proud of their classrooms and welcome parents as observers.

___ YES ___ NO

___ NEEDS IMPROVEMENT

10. **Students express pride and school spirit when they talk about the school.** Pride is expressed in all that the school does: academic work, behavior, athletics, extra-curricular activities, respect for the building and personal representation of the school in the community. Effective schools are staffed by people who have a commitment to ethical conduct, to excellence in what they do and to establishing respect for the work of the school. They are proud of who they are, what they do and what they can become.

WHAT IS AN EFFECTIVE SCHOOL?

Knowing the characteristics of an effective school will not make a school effective. Effectiveness requires sound planning, hard work and commitment by principal, teachers and parents. If a school is interested in becoming effective, one of the first steps is to establish a working or operating definition of what is meant by an effective school. The measure of an effective school is based on student achievement. Ron Edmonds and Larry Lezotte, two educational researchers who have been identifying and studying the characteristics of effective schools for the last ten years, define an effective school in the following way:

An effective school is a school where the proportion of students from the lowest socio-economic class in the school evidence minimum mastery of the essential curriculum in equal proportion to the levels of minimum mastery evidenced by the higher socio-economic class in the school.

Determining a School's Effectiveness

To determine whether or not its school is effective, the school council needs: 1) to establish a locally specified standard of minimum mastery; 2) to collect achievement data for each student; and 3) to establish a measure of socio-economic status (SES) for each student. Many students in California schools take norm-referenced tests such as the Comprehensive Test of Basic Skills. The council can use this test to establish a minimum level of mastery. To demonstrate mastery the standard might be for students to score above the second quartile. A criterion referenced test (a test which shows an individual student's mastery of clearly defined objectives) can also be used to establish a minimum mastery standard. If criterion referenced tests are used a minimum standard of mastery might be 80-100% mastery of the objectives.

Another standard of minimum mastery which parents and staff may find useful is to ask, "What minimum score must students achieve in order to have an 80-100% chance of successful completion of the next grade level?" In this case either criterion referenced or a norm-referenced test such as CTBS can be used to determine the minimum level of mastery needed.

Once the school council has agreed upon an appropriate definition of minimum mastery, the principal should separate for the council the test scores of students into at least two categories: students whose family income is ranked high or middle SES and students whose family income is ranked low SES. (Students who receive reduced price or free lunch or mother's educational level are two ways of identifying low SES students.) Table 1 shows the difference between an ineffective and an effective school when students are separated by SES and reading achievement scores are compared. Summarizing the information as has been done in Table 1 allows the school council to see if the proportion of low SES students who have achieved minimum mastery in reading (or any other tested area) is significantly similar to the proportion from other income groups.

Table 1

COMPARISON OF AN EFFECTIVE AND AN INEFFECTIVE SCHOOL

	INEFFECTIVE SCHOOL		EFFECTIVE SCHOOL	
CTBS 5th Grade Reading Achievement	% of students in each group		% of students in each group	
	M/H SES	Low SES	M/H SES	Low SES
Above Minimum Mastery	75%	35%	± 80%	± 75%
Below Minimum Mastery	25%	65%	± 20%	± 25%

Note: Separating students by SES and comparing their reading achievement can show whether or not a school is effective. In an ineffective school there is a disproportionate number of students of low SES failing to achieve minimum mastery in reading compared to students of high/middle SES. In an effective school the proportions will be significantly similar.

In the example given above of the ineffective school, 75% of the students from middle or high socio-economic status families are achieving at least minimum mastery in reading whereas only 35% of the students from low socio-economic status families are achieving minimum mastery in reading. The proportion of low SES students not achieving mastery is much greater (65%) than for high/middle SES students (only 25% are below minimum mastery).

After the school council has analyzed its school's CTBS or other test data and if it finds that a disporportionate number of low SES students are not achieving mastery, then new school improvement strategies are needed. A first year goal might be to have 5% more of the low SES students achieve minimum mastery. Each year performance goals need to be set which increase the number of low SES students achieving mastery in basic skills. As Table 1 shows, in the effective school, all students benefit when the school designs instructional strategies to insure that all students gain minimum mastery regardless of students socio-economic background.

It is important to remember that this definition of an effective school is not only based on theory. It comes from observations of schools in which this level of student achievement has been attained. Effective schools for all children are possible. They require hard work and commitment by all.

Parents and members of the community want all children to master the basic skills. Every school must demonstrate effectiveness to this degree. However, schools teach much more than basic skills. Art, music, drama, science, history, practical arts and athletic skills are all essential to a well educated student. Schools must also now give young people skills to make decisions about many of the social issues and problems facing them such as drug abuse, sexual freedom, etc. Children today are faced with an information rich society and need skills by which to assess, evaluate and make decisions about information. School improvement and community education together represent a dynamic force which can help schools fulfill their many roles, meet the diverse needs of students and move from effective to excellent.

WHAT IS THE SCHOOL IMPROVEMENT PLANNING PROCESS?

A school improvement planning process has been recognized by educational researchers as one of the best vehicles for helping a school become effective. In fact, several states and some local school districts are adopting a school improvement planning process similar to that required by the California School Improvement Program.

Planning is the process of deciding in advance what to do, how to do it, when to do it, and who is to do it. It is the bridge needed to move from where we are to where we want to be. School improvement planning involves establishing goals, assessing strengths and weaknesses, developing a plan of action and then evaluating progress toward goals. School improvement is a process, not an event. The focus of school improvement efforts must be on the individual school level.

A school cannot hope to improve its program or reach out to the community without developing a plan of action. Most teachers use thoughtful lesson plans to manage their classroom time and achieve their instructional goals. But until the California School Improvement Program was initiated, few schools in California had systematically thought about the total school program or developed an overall plan of action to achieve school-wide goals. The School Improvement Program recognized that parents, community and students are essential partners with teachers, principal and other staff in the planning process.

There are several key elements or components necessary to achieve sound planning whether it be for a business, a non-profit agency or a school. These key components or elements are:

GOALS - The ends toward which effort is directed; where the school council and school want to go--its mission or purpose.

OBJECTIVES - The translation of goals and purposes into specific, measurable targets with standards of performance and achievement for both the organization (school, school council) and individuals (staff and students).

ACTIVITY, SOLUTION PROCEDURE OR APPROACH - What needs to be done to achieve objectives.

SCHOOL PLAN - The written document which outlines the goals, objectives and the sequence of tasks or activities needed to accomplish goals (statement of who will do what, how and when).

BUDGET - That part of the plan which shows how monetary resources will be allocated in order to accomplish goals and carry out activities.

SCHEDULE - That part of the plan which sets out timings and assigns people to tasks (the when and who).

CONTROLS AND/OR EVALUATION - Measurement of the extent to which actions conformed to plans, plans were implemented successfully and the degree to which plans were appropriate to achieve goals.*

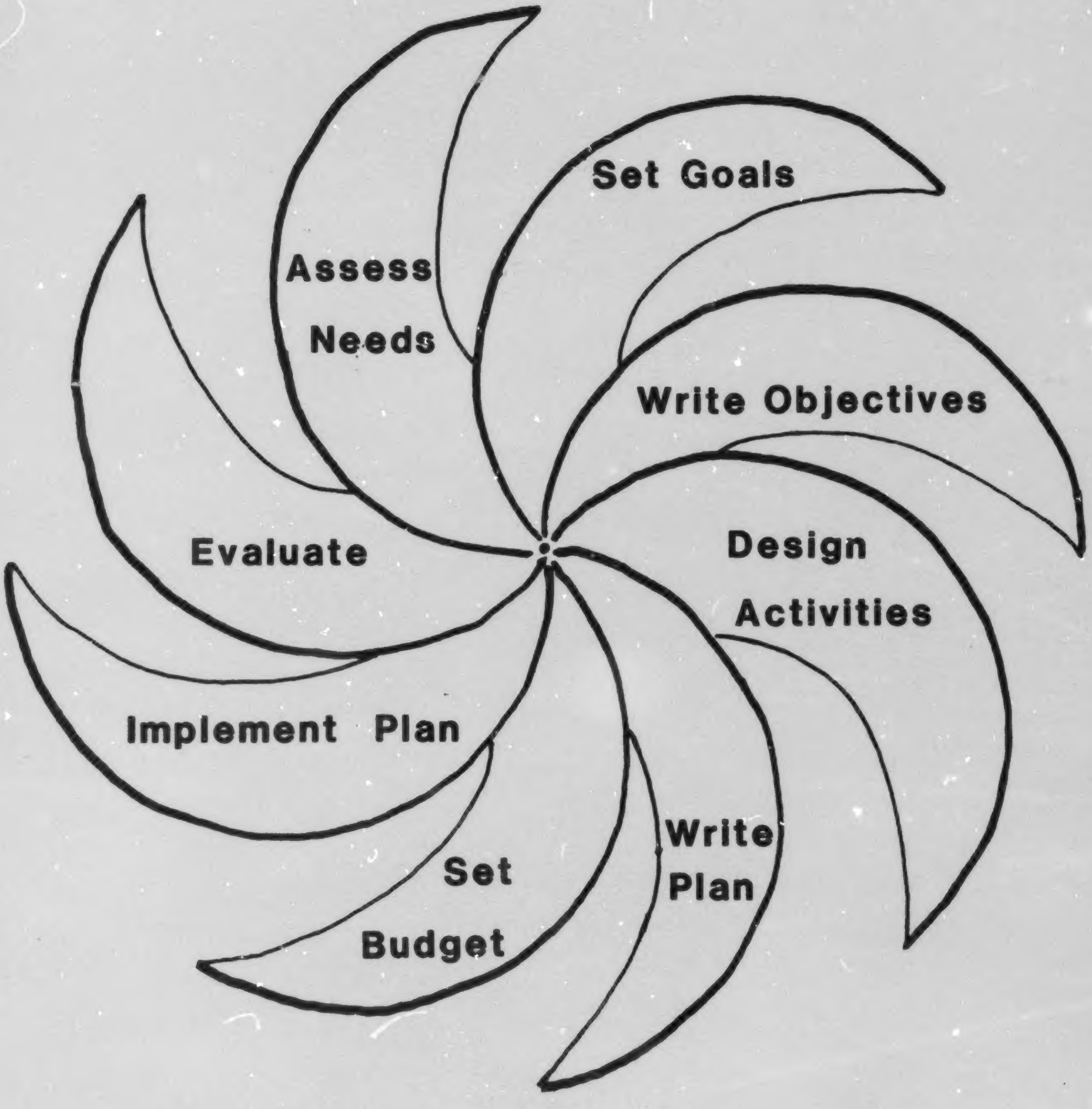
The Planning Wheel, Chart 2, illustrates most of the components of the planning process and shows how they relate to each other and to the whole process. Under the California School Improvement Program, school site councils are charged with using this type of planning process to develop school improvement plans. The planning process described above is also used for community education programs. Because school improvement and community education share the same planning process, it is logical to merge the two concepts to benefit both school and community.

Assessing the needs of students and staff is one of the first and most important steps in effective planning. Schools can use the following instrument, (School Site Council School Effectiveness Self-Assessment) to determine how closely the school improvement plan and the other school activities correlate with the characteristics of an effective school. The SSC should use information from this self-assessment to formulate strategies for strengthening identified weak areas.

---

* Adapted from The Effective Management of Volunteer Programs by Marlene Wilson; Boulder, Colorado; Volunteer Management Associates, 1976.

CHART 2
PLANNING WHEEL


Set Goals
Write Objectives
Design Activities
Write Plan
Set Budget
Implement Plan
Evaluate
Assess Needs

SCHOOL SITE COUNCIL
SCHOOL EFFECTIVENESS SELF-ASSESSMENT

The following questions will assist the school council in assessing its plan. The assessment format is organized to correspond to the characteristics of an effective school as discussed above. By answering these questions, the school council will know if its plan is helping the school to move forward as an effective school. Read each question. Circle the statement which most accurately reflects your school.*

I. CLEAR SCHOOL MISSION

There is a clearly articulated mission for the school through which the staff shares an understanding of and a commitment to instructional goals, priorities, assessment procedures and accountability.

	No	Yes, but...	Yes
1. Does our school improvement plan contain a written statement of purpose for this school that guides the instructional program?	No written statement.	...doesn't guide school decisions.	Written statement is the driving force behind most school decisions.
2. Does our school improvement plan specify a set of written, sequential objectives for all grades in the areas of reading, language arts and mathematics, and are these objectives guiding instruction in the classroom.	No set of sequential objectives exists.	...the identified objectives are not used to guide instruction.	Specific objectives exist for all curriculum areas through all grades. The curriculum is based on these objectives.
3. Is there a set of skills in reading, language arts and mathematics that all students are expected to master at each grade level and which has been reviewed by the SSC?	No set of skills exist.	...grade level mastery of the skills taught is not required for promotion and not reviewed by SSC.	An identified set of skills that all students must master exists at each grade level and has been reviewed by SSC.

---

*Adapted by Janet Chrispeels and Juanita Carney from the Connecticut School Effectiveness Interview, Robert M. Villanova, Connecticut State Department of Education, 1981.

II. HIGH EXPECTATIONS

The school displays a climate of expectation in which the staff believes and demonstrates that students can attain mastery of basic skills and that they (the staff) have the capability to help students achieve such mastery.

		No	Yes, but...	Yes
4.	In our school improvement plan we have budgeted adequately to provide for the materials, supplies and equipment needed to carry out our school's instructional objectives.	Materials are not available.	...materials are inadequate in some curriculum areas.	All materials necessary for instruction in basic skills are available.
5.	Does our plan state and the staff believe that all students can master basic skills at each grade level?	The plan anticipates that many students will not master basic skills.	...plan anticipates only 50-70% of the students will master basic skills.	We expect 100% of our students to master the basic skills.
6.	Does the staff development component of our plan provide opportunities for teachers to learn new instructional strategies which will allow all students to master the basic skills?	There are staff development opportunities, but the skills are not generally applied in the classroom.	...only some staff development programs are applied to classroom instruction.	There are staff development opportunities and all teachers are working at improving their instructional programs by applying newly acquired skills.
7.	In our plan's statement of philosophy do we reflect the belief that all students can learn regardless of home background?	Our plan anticipates that children's socio-economic status will be directly reflected by how much they learn.	...we believe children from poor families have many learning problems.	Our philosophy is that all students can master basic skills as a direct result of our instructional program.
8.	Does our school site plan provide for frequent recognition (e.g., award assemblies, certificates, bulletin board displays, newsletters, etc.) of student academic achievement in various skill areas by principal and teachers?	There is no public recognition.	...recognition is given only once a year and only to top performers.	Recognition is given frequently to students showing academic progress. A positive attitude towards learning permeates the school.

	No	Yes, but...	Yes
9. Does our plan reflect consistent high expectations for student behavior?	There are no school-wide expectations of appropriate student behavior stated in a discipline policy.	...standards are set by individual teachers and are not consistent.	There is a clear discipline policy that is fairly and firmly enforced for all students. Families are informed that high expectations are held in regard to appropriate student behavior.

III. INSTRUCTIONAL LEADERSHIP

The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents and students and who understands and applies the characteristics of instructional effectiveness in the management of the instructional program of the school.

	No	Yes, but...	Yes
10. Does the principal oversee the implementation of the school improvement plan to insure that its objectives are being carried out?	The principal is not active in implementing the SIP plan.	...the principal does not assume primary responsibility.	The principal is the driving force in implementing the SIP plan.
11. Does the principal promote discussion of the school improvement plan and regularly report progress and problems in meeting objectives to the school site council.	The principal generally does not discuss instructional matters with the council.	...instructional programs and problems are not discussed on a regular basis.	Instructional matters are a primary focus of school site council meetings.
12. Does the principal help the school site council to organize problem-solving task forces to address instructional and other school needs?	There has been little leadership in setting up task forces.	...the task forces exist in name only.	The principal provides leadership in organizing and supporting the problem-solving task forces.

IV. OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK

Teachers allocate a significant amount of classroom time to instruction in basic skill areas. For a high percentage of that allocated time students are engaged in planned learning activities directly related to identified objectives.

		No	Yes, but...	Yes
13.	Does the principal schedule and assist the council in conducting an annual program review of the school improvement program?	There is no annual review of the plan.	...not an annual review; only a review when there is going to be an official state review.	There is an annual review and the plan's goals and objectives are modified and updated based on the review data.
14.	The council knows how much instructional time is spent on the basic skills, reading, language arts, mathematics, etc.	The council does not know.	...the council knows how much time is spent in only some classrooms.	The council knows how much time is spent in every classroom on the basic skills.
15.	Does the school plan address the issues of time on task in the basic skills area (mathematics, reading, language arts, etc.)?	The plan does not address time on task.	...time on task is not addressed in the plan and only some teachers are aware of time on task needs.	The school plan does address the need for time on task and all teachers have received training in maximizing learning time.
16.	Does the school site council know to what extent outside interruptions (i.e., visitors, bulletins, announcements, assemblies, etc.) interfere with classroom basic skills?	Information not available.	...information available only on an informal basis.	Data on interruptions are kept to insure that basic skill instruction time is rarely interrupted. Time is protected by administration and teachers.
17.	Do pullout programs interfere or support basic skills instruction?	Yes, pullout programs constantly disrupt and interfere with basic skills instruction.	...some pullout programs interfere while others supplement.	Pullout programs are carefully designed so that they enhance and supplement the basic program.

V. SAFE AND ORDERLY ENVIRONMENT

There is an orderly, purposeful atmosphere which is free from the threat of physical harm. However, the atmosphere is not oppressive and is conducive to teaching and learning.

	No	Yes, but...	Yes
18. Has the school site council developed a discipline policy which helps to minimize disruptive student behavior?	There is no school-wide discipline policy. There are constant student interruptions that disrupt instruction.	...classroom disruptions by students still occur occasionally.	There is a school-wide discipline policy. There are very few student disruptions and class atmosphere is very conducive to learning for all.
19. Is the school a safe and secure place to work and learn?	The school is not physically secure.	...but there are some incidents that heighten concern throughout the school.	This is a secure school. Students and staff do not see security as an issue.
20. Has the school site council considered the general condition of the physical plant and upkeep of the school as an essential ingredient of a healthy school climate?	The council does not concern itself with the physical plant and it is in poor condition.	...the council does not concern itself with the physical plant, although the school is generally safe and clean.	The council does pay attention to the physical plant. The school building is neat, bright, clean and comfortable.

VI. FREQUENT MONITORING OF STUDENT PROGRESS

Feedback on student academic progress is frequently obtained. Multiple assessment methods such as teacher-made tests, samples of students' work, mastery skills checklists, criterion-referenced tests and norm-referenced tests are used. The results of testing are used to improve individual student performance and also to improve the instructional program.

	No	Yes, but...	Yes
21. Does the school site council annually use the Comprehensive Test of Basic Skills (CTBS) and the California Assessment Program (CAP) or criterion referenced test results to modify its instructional program when weaknesses are identified?	Test information is not used annually to modify the instructional program.	...annual test results are reviewed only by teachers and principal and are rarely used to modify instruction program.	Annual test results are systematically used to evaluate instructional program and the council, teachers and principal make needed program modifications.
22. Has the school site council determined whether the standardized tests which are used measure the grade level curriculum being taught in the school?	There is little or no relationship between the standardized testing program and the basic skills curriculum.	...there is only a moderate match between standardized testing and basic skills curriculum.	The standardized testing program is an accurate and valid measure of the basic skills curriculum in this school.
23. Does the school improvement plan provide for criterion referenced tests or other teacher developed assessment instruments as a means of regularly assessing student progress in basic skills?	There is no systematic use of criterion referenced tests or other assessments.	...chapter or unit tests are used only occasionally to check skill progress.	Criterion referenced tests and other measures are used systematically to check student progress.
24. Does the school plan provide for using the assessment data to guide the instructional program?	Information is used primarily to give students grades.	...assessment information is used to assign grades and to plan general classroom lessons, and not used to modify instruction.	Information is used to give specific student feedback and to diagnose and prescribe appropriate instruction.

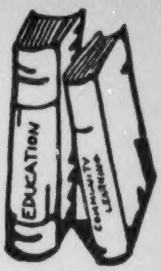
VII. HOME-SCHOOL-COMMUNITY RELATIONS

Parents understand and support the basic mission of the school and are made to feel that they have have an important role in achieving this mission.

	No	Yes, but...	Yes
25. Does the school improvement plan promote parents involvement and participation?	There is very little involvement of any kind provided for.	Parents are involved only in the formal organizations, open houses and school programs.	Parents are directly involved in supporting the school program, making important decisions as part of the school council, and volunteer in all phases of school life. Most parents are involved in a home and school support effort that promotes student achievement.
26. Does the parent education component of the school plan provide opportunities for parents to learn how to meet their children's needs?	There is little or no parent education opportunities.	...none of the parent education programs are directed toward parents assisting pupils in achieving basic skills.	There are regular and frequent opportunities for parents to learn how to assist their children in basic skills and to meet other parent identified needs.
27. Does the school plan stress parent-teacher conferences as a means to improve home-school communications?	There are no regularly scheduled parent-teacher conferences.	...the conferences focus only on explaining grades and answering general questions.	At the conferences, communication is focused on factors directly related to student achievement and basic skills mastery. Plans for home-school support often result.

	No	Yes, but...	Yes
28. Does the school plan provide for a variety of ways for parents and teachers to communicate.	There is little parent-teacher communication	...communication is limited to scheduled conferences, meetings and through occasional notes sent home, especially if there is a problem.	Multiple communication techniques are used by parents and teachers (e.g., home visits, class newsletters, phone calls, school visits, regular notes such as weekly teacher-grams). Communications address student progress and achievements as well as problems.
29. Has the school site council developed a policy on homework?	There is no homework policy.	...most teachers occasionally assign homework, but a written policy does not exist.	A written policy exists. Parents are very aware and supportive of the homework policy. Parents and teachers work together to encourage study at home.
30. Does homework relate to instructional purposes?	Homework is assigned to make parents happy.	Not all homework is appropriate to the skill level of the child or is not corrected.	Homework assignments are at the appropriate level and timely feedback is given.
31. Has the school site council identified community resources which can help meet plan objectives?	Community resources have not been identified.	...community resources are not used in a systematic way to help meet plan objectives.	Community resources have been identified in a systematic way and are being used to meet plan objectives.
32. Are community members a part of the council either as council members or as task force participants?	Community members do not participate.	...only occasionally do community members participate.	Community members' skills are identified and utilized in a variety of ways to support the school program. Community members are recruited to serve on the council.

CHAPTER 2 RESOURCES



Bedley, Gene A., *How Do You Recognize A Good School When You Walk Into One,* Irvine, California, People-Wise Publications, 1980. This book has many practical suggestions and worksheets which schools can use to help improve the school climate and convert it to one that is conducive to learning.

Edmonds, Ronald, "A Discussion of the Literature and Issues Related to Effective School." Paper prepared for the National Conference on Urban Education, July 10-14, 1978.

"How Effective Are Your Schools?" Washington, D.C., Council For Basic Education, 1980. This little brochure is a handy checklist for citizens who want to evaluate their school using some of the correlates of an effective school.

Lezotte, Lawrence C., "Effective Schools Research and Implications" in *Citizen Action in Education,* Vol. IX, No. 1, June 1982, Boston, Massachusetts, Institute for Responsive Education. This article summarizes some of the research on effective schools, gives a definition of an effective school, lists the characteristics which seem to distinguish effective from ineffective schools, and outlines a school improvement process.

Popham, W. James, *Advising Schools: A Handbook for Concerned Citizens,* Los Angeles, California, Instructional Objective Exchange, 1977. This book discusses the critical role of curriculum in school improvement efforts and provides citizens with a working knowledge of the world of testing and measurement.

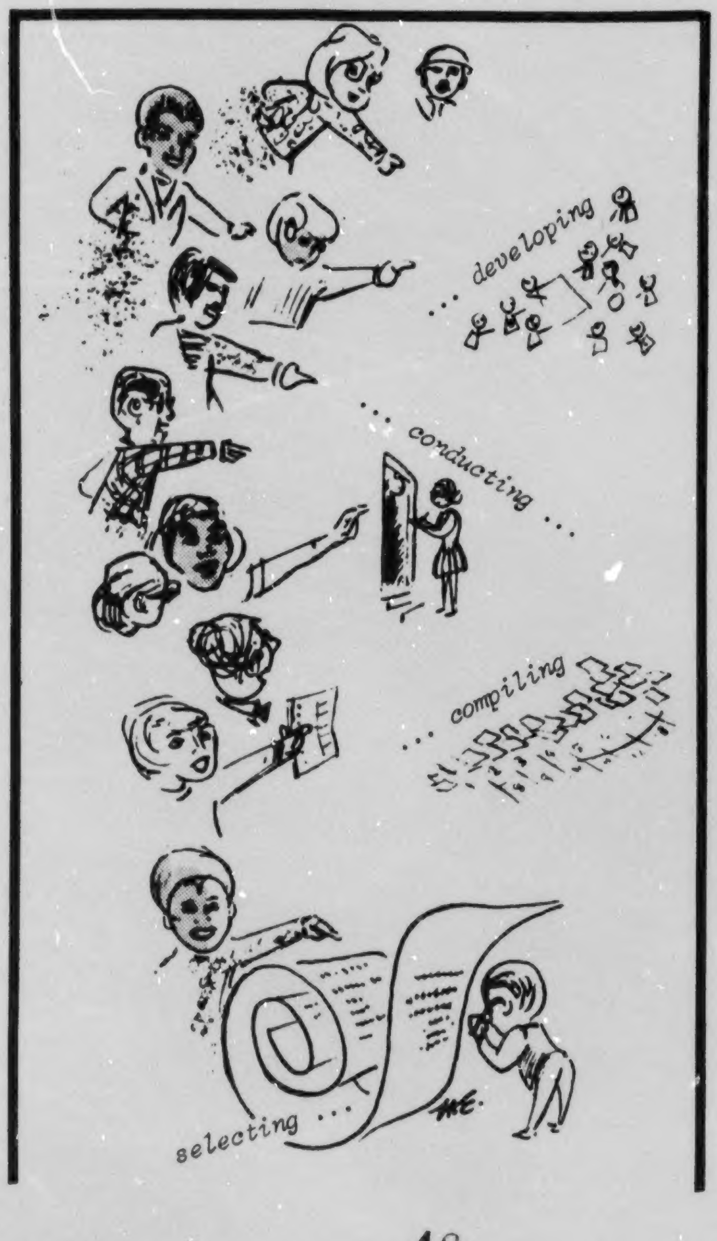
Robbins, Wayne R. and Rebecca Hutton, "The Role of Community Education in School Improvement and Citizen Participation" in *Citizen Action in Education,* Vol. IX, No. 1, June 1982, Boston, Massachusetts, Institute for Responsive Education. This article discusses the contributions that community education can make to school improvement efforts.

Thomas, M. Donald, *Your School: How Well Is It Working?",* Columbia, Maryland, The National Committee for Citizens in Education, 1982. This is an excellent publication for the lay citizen who wants to get a handle on the academic research on effective schools. The handbook also contains a valuable bibliography of books and articles on instructionally effective schools as well as a resource list of people and organizations which can be contacted for help.

Villanova, Robert M. et al, *The Connecticut School Effectiveness Interview,* Hartford, Connecticut, Connecticut State Department of Education, 1981. The Connecticut State Department of Education is implementing a statewide school improvement intervention program. As part of this effort an in-depth interview schedule has been developed using the correlates of an instructionally effective school.

Wilson, Marlene, *The Effective Management of Volunteer Programs,* Boulder, Colorado, Volunteer Management Associates, 1976. This book is not about effective schools, but many of the topics discussed, especially in regard to climate and planning, have implications and suggestions which can help those interested in building effective schools. For schools wanting to develop effective volunteer programs, this book is a must.

3 NEEDS ASSESSMENTS FOR SCHOOL AND COMMUNITY



... developing
... conducting ...
... compiling
selecting ...
ME.

Needs assessment is an essential part of the school improvement planning process (see Chart 2: Planning Wheel). Without conducting a needs assessment, SI schools would be unable to develop an effective improvement plan. This chapter will review what is a needs assessment, why it is necessary, techniques to use in conducting a needs assessment (the how), and present some simple steps to follow. Examples will be given to show how the current SI needs assessment process can be expanded in order to help identify broader community needs. In identifying community needs, the school will also be drawn to look for community resources to meet school needs.

WHAT IS A NEEDS ASSESSMENT?

A needs assessment is a procedure for collecting information about "what is" and comparing that information with what people (principal, school staff, parents, students, community members, school board, etc.) believe "ought to exist." The difference or discrepancy between "what is" and what people perceive "ought to be" becomes the school or community need which must be addressed by the school improvement plan.

WHY IS A NEEDS ASSESSMENT NECESSARY?

There are many benefits for school and community in conducting a needs assessment. The following is a discussion of some of them.

1. **Assists in identifying community needs and resources.** A well-designed needs assessment process will help the council in discovering the critical needs of the learners and/or community members. A learner need might be for more practical application of math skills. A community need could be to reduce vandalism or provide a safe place for senior citizens to meet. Discovering needs makes it possible then to pinpoint resources (school and community), which will assist the school in addressing the identified needs. The needs assessment process, for example, may identify senior citizens available for tutoring students in math and community businessmen willing to discuss the application of math skills to everyday life. Information may also show that a neighborhood school has a vacant classroom which can be converted to a senior citizens' center.

2. **Assists in planning.** The collection of information gathered from a needs assessment is the necessary starting point for sound planning and decision making by a school community council. A needs assessment will enable school councils to develop meaningful, workable goals, or assist schools in developing objectives to achieve already established goals. Programs based on needs of students and community have a greater chance for success. Without a needs assessment, program improvement efforts are likely to be haphazard and ineffective.

3. **Encourages participation.** Needs assessments, in their broadest sense, provide opportunities for parents, community members, school staff, community groups and agencies to become involved in the process of improving the school program and addressing community problems. If there is lack of community support for schools, community involvement in a needs assessment can turn apathy into concern. Active participation in assessing needs, planning and making decisions will result in better informed and more involved participants.

4. **Informs the community.** A needs assessment is designed to collect information from the community. However, another important benefit is to inform the community by raising their awareness of community programs and needs. With a better informed community, the school community council may find it easier to gain community and political support for proposed strategies or solutions.

TECHNIQUES TO USE IN CONDUCTING A NEEDS ASSESSMENT

There are many techniques, instruments and measurements which can be used in conducting a needs assessment. In this section we will discuss the two types of data (hard data, facts and figures and soft data, opinion information) which can be collected. The resource section at the end of the chapter will tell you where to go for more in-depth information on this important topic.

Collecting Facts and Figures

Facts and figures, or hard data as it is sometimes called, are one important kind of information that school councils will want to collect as part of the needs assessment process. Facts and figures can help to reveal the current state of affairs both in the school and in the community. They form an important basis for confirming or discounting opinions held by school staff or citizens.

Techniques for Collecting Facts and Figures

There are several important measurements that school community councils can use and which, most likely, are already being used to provide information about pupil achievement and the school climate. The following list is a sample of some of the significant facts and figures a council may want to have on hand to help it identify needs.

Comprehensive Test of Basic Skills
California Assessment Program
Teacher or publisher criterion reference tests
Teacher pupil records
Skill check lists
Attendance records
Teacher absenteeism and turnover

Discipline referral and records
Vandalism records and expenses
Graduates who continue their education
Other indicators of pupil achievement

Facts and information about the community that may help the school identify both community needs and resources are easily attainable from some of the following sources:

Census tract data
Social service agencies
Police departments
Community planning group reports
Parks and recreation department
Health department

There is a great deal of information available. It is more important for the school community council to know where to go for information than it is to spend many hours collecting facts and figures which may not be relevant. Information collection is not an end in itself but a means for identifying needs and reaching community and school goals. Opinion data or soft data which we will discuss below can often help the council to identify needs which then can be verified by hard data. Both types of data are essential ingredients of a good needs assessment process.

Techniques for Collecting Opinion and Attitude Data

There are two reasons for finding out about the attitudes and opinions of school staff, parents, students and the community. First, opinion data help to establish how people perceive the current situation, or to define the "what is". Second, opinion data help to ascertain what people perceive the situation "ought to be". Finding out what is and what ought to be are necessary steps to meeting community and school needs.

Opinion data can be collected in several different ways. Three ways are discussed below. Chart 3 briefly outlines other ways that schools can find out the views and attitudes of the community.

Written Opinion Surveys

Some people frequently equate a written opinion survey with a needs assessment, but an opinion survey is only one part of a needs assessment and only one of the techniques which can be used to collect opinion data. Constructing a valid written survey takes careful thought and some expertise in designing the questions to insure they are clearly stated with no ambiguities. As a general rule, written opinion surveys should be kept to one or two pages to increase the willingness of people to respond as well as to avoid collecting more data than the council can possibly use. One of the advantages of a written survey is that the opinions of many people can be collected in a relatively short period of time. If a written survey is used, the council should insure that a representative sample of the population being surveyed returns the survey. This can be done by coding the surveys by area and ethnicity and conducting follow-up phone calls to areas or groups that are underpresented. Written opinion surveys should be used if that is the best way to collect the information needed. In Appendix A, there are some sample questions to illustrate the kinds of questions which can be asked to help identify both school and community needs.

Interviews

Another technique for gathering opinion information is to conduct interviews with key individuals or a random sample of individuals in the school and community. Interviews can be time-consuming and may require training of the interviewers, but they allow issues to be explored in more depth. Interviews of experts can be an efficient method for gaining insights into causes of problems which have been identified in a more general written opinion survey. Interviews with a few key community leaders can also be an important first step in helping to design questions for a written survey.

Discussion Groups and Community Meetings

A focused discussion by the school community council, PTA board and school faculty is an often overlooked method for collecting valuable opinion information and identifying community needs. If the council has discussed its concerns and tried to identify needs, it will be much easier to construct a written survey, develop a telephone survey or identify who in the community may need to be interviewed.

Holding a public meeting is another way of gathering opinion data. The council needs to carefully plan the community meeting, have good publicity prior to the meeting and follow up on the results of the meeting by sharing with the community the actions taken as a result of the community input. It is difficult to insure that those attending a community meeting are representatives of the whole community, but it is both less costly and time consuming than doing a written survey and provides valuable insights into community issues and problems. A community meeting provides an ideal time for the council to recruit citizens to work on sub-committees to plan follow-up activities. (Note: If your school has never held a community meeting, don't be discouraged if only a few people attend. Make sure the meeting is worthwhile for those who do come and next time you'll have more!)

Chart 3

TEN WAYS TO DISCOVER THE OPINIONS, INTERESTS, AND CONCERNS OF YOUR COMMUNITY

1. **Key Communicators:** Identify people in your community who can help get school information out--and in.

2. **Dialogue:** Select three or four people who will volunteer to provide information and answer questions about Community Education and the school over the phone.

3. **Question Cards:** Place 4 x 6 "I Have a Question" cards in your buildings and key locations around the district. Promise people who send them to you that they'll receive an answer within 24 hours.

4. **Idea Cards:** This time the card is headed "I Have An Idea" ...an idea that will improve the schools. Promise people they will hear from you within seven days and then make sure they do!

5. **Surveys:** Do an opinion poll. Telephone surveys are relatively easy...and they're quick, inexpensive and accurate. They should be conducted regularly to assess what people are thinking.

6. **Tape Systems:** Many districts have a one-minute pre-recorded telephone message which provides callers with school news. Carry it one step further. Have people stay on the line to ask their questions. Call them back the next day with an answer.

7. **Advisory Council Phone Calls:** Advisory Council members telephone a certain number of people each month to inform them about Community Education programs and services and to learn what they think about Community Education in the community.

8. **Listener Bureau:** Invite the "power structure" to breakfast. Give them ten minutes worth of school information. **And then listen to them.**

9. **Petite Polls:** Steal the ideas from the pros. Modify the "polls" hotel and airline people use... the ones that ask if your experience has been satisfactory...and what could have been done to improve it. Do them every chance you have.

10. **Staff Listening Sessions:** Learn what staff members are thinking. Pop in on their time...on their turf ...during lunch breaks, in-service. Hear what they have to say about the district. Show them you care.

From "Paragraphs," National School Public Relations Association
September, 1978

Small group strategies such as brainstorming or using the nominal group technique can help large community meetings be productive. Exhibits 1 and 2 which follow explain in detail how to use these techniques. Many schools have successfully used a modified Delphi technique at a community conference for setting community and school goals. Using this technique, school staff, parents and community members work in small groups to establish each group's goals which are then shared with all other groups. In the end a composite ranking is achieved. A community goal setting conference takes time and careful planning but does provide a sound basis for future action. (Appendix B describes in detail how to use this technique.)

Exhibit 1: Brainstorming

What is Brainstorming?

Brainstorming is a technique which helps small groups (2-15 people) quickly share ideas in (10-20 minutes) on a given topic. Brainstorming can help define a school or community problem (e.g. Why are fifth grade reading scores declining?) or provide possible solutions to identified problems (e.g., What can be done to decrease after school vandalism? or How can we improve our council meetings?).

What are the benefits of brainstorming?

1. It increases participation and involvement.
2. It insures that many ideas will be considered.
3. It helps to prevent the group from jumping to conclusions before a problem is thoroughly discussed.
4. It stimulates people's thinking and increases enjoyment.

What are the ground rules for brainstorming?

1. Record all ideas, even repetitions (quantity not quality counts!).
2. Do not discuss the ideas.
3. Do not judge or criticize any idea.
4. Build on ideas, encourage wild ideas.
5. Help all people to participate.

What should we do with the brainstormed list of ideas?

1. Group similar ideas, discuss and evaluate the ideas listed.
2. Ask the group to set some priorities.
3. Ask some members of the groups to further research some of the ideas if necessary and report back to the group at a future meeting.
4. Keep the list of ideas for future reference.
5. Put to use as many of the ideas as feasible by developing action plans.

Exhibit 2: Nominal Group Technique

1. In 5-10 minutes, individually write down on paper the major student and or community problems you see in the categories the council has selected for study. Write down any ideas you have whether they come from personal experience or are what others have told you. For example, if the council selected vandalism, the participants would write down any ideas they had on the causes of vandalism.

2. Taking turns and without discussion, each person should state one problem at a time. Someone should record each of these problems on a flip-chart so that everyone can see the complete list. Continue around the group until everyone has shared their ideas.

3. After all the problems are listed, discuss each one for several minutes. Ask questions to clarify the problems. Why do people see it as a problem? What is their standard or ideal state-of-affairs? Pay particular attention to the different standards that people have for what ought to be happening in the schools. How many students are affected?

4. Be sure that each problem is stated as a student or a community problem. Those that are really program solutions should be questioned and restated in terms of the student or community problem implied by them. The following statements are similar to ones that you may come up with. They represent solutions, not statements of the problem. For practice, restate each as a problem. Asking yourself "why" after each statement will help you.

   "We need a day care program." Why? The real problem is sixty percent of the mothers of elementary age children work and there are no inexpensive before and after school child care programs in this neighborhood. One possible solution is to establish a day care program. Another would be to establish an after school recreational program.
   "We need more guidance counselors." Why? The real problem is...
   "We need more recreation programs." Why? The real problem is...
   "We need more money for instructional supplies." Why? The real problem is...

5. After discussing and clarifying the problems, give each person a piece of paper. Each person should select 3 problems from the list as the one she/he sees as most important, and write them each on a separate piece of paper. Tally the votes. (A weighted voting system can be used giving 3 points for first place choice, 2 for second place and 1 for third). The top vote-getters should be the problems the council should focus on.

6. This technique may also be used to explore, discuss, and rank possible solutions to problems.

(Adapted from Needs Assessment, by Lynne Cooper, Bureau of Governmental Research and service, University of South Carolina.)

STEPS TO FOLLOW IN CARRYING OUT A NEEDS ASSESSMENT

The following steps represent a systematic approach to conducting a needs assessment. By following these steps the needs assessment process becomes manageable. The council will be able to avoid the common traps of collecting too much or irrelevant information. The steps are presented as a series of questions. When the council has the answer to each question it is ready to move on to the next step. These steps can be applied in conducting a comprehensive school and community assessment or can be used to focus on a single problem area.

1. **What are our current educational and community goals?**

   Goals provide a framework and a standard which the school community council can use to evaluate the needs assessment data which the council collects. Goals define the "should be" or desired state. Having well defined goals, known to all involved has been shown to be a significant factor in building an effective school.

   If your school council has not set any goals, this is the first step. If you need assistance in this task, help is available from most district or county offices of education.

   Goals need to be reviewed annually. A council that has set goals will find that it has a focus for the year's activities. By annually reviewing goals, goals are kept relevant and achievable. A well thought out goal is one that requires students, staff, parents and community to grow while achieving it and yet is attainable.

2. **What pertinent information do we already have about the school and the community?**

   In answering this question, we define the "what is". Information about what exists at school can be easily gathered from previous needs assessments, the current school plan, the previous year's self-assessment, recent test results, and other pertinent school facts. Relevant information about the community can be gathered from census data, previous community surveys, government documents, etc. (See How to Conduct a Needs Assessment above).

   The information gained from answering this question can show trends such as rising or declining test scores, increased absenteeism, increase in single parent families, increase in non-English speaking students. The information collected in this step compared with the school and community goals established in Step 1 should point to discrepancies which will indicate school and community needs.

3. **What new information do we need to clarify identified school and community needs?**

   At this point the council should spend time discussing the discrepancies and deciding which areas need its attention for the year. These discrepancies or concerns need to be shared with the broader school community.

In sharing these identified needs, there is an opportunity to gather new information on the nature, extent and scope of the needs. Finding out how people feel about the problems can be done using one or more of the following techniques which were discussed in detail above:

a) Small group discussion by SSC, PTA, community planning group, etc.

b) School wide parent meeting

c) Community meeting

d) Written opinion survey

e) Interviews

In using one of these techniques, the council may confirm the importance of previously identified discrepancies or may learn that they are now viewed as unimportant and new issues may surface. The information gathered represents peoples' perceptions of the problems and needs which now should be stated in workable terms.

4. **Have we used facts we have collected to turn vague problems into well-documented needs?**

Often, it is difficult for councils and school staff to take broad problem areas and transfer them into specific written need statements. We have included some samples of vague problems and their corresponding clarified needs statements (Chart 4) in order to assist you in seeing how this transition can be made.

Chart 4

CREATING WORKABLE NEED STATEMENTS

VAGUE PROBLEM STATEMENTS	CLARIFIED NEED
Lack of student discipline	- 20% of the 9th and 10th graders are absent from over one-third of their classes. The problem is worse among males. - 10% of the students are tardy everyday. - Five complaints were received per month from the community about student misbehavior before and after school.
No meeting places for community groups	- Ten community groups need a central place to meet at minimal or no cost. - Twenty-five seniors need a meeting place with a wheel-chair ramp.

5. **Have we analyzed the needs assessment information to gain insights into causes of problems?**

The council has collected information to help it determine the existence of problems, but the information doesn't always tell why a problem or need exists. Now the council should carefully analyze all the information it has collected in order to gain insights into causes and potential solutions.

Finding the causes to problems is not easy and often requires guesswork and judgment. Asking some of the following questions may help a council to pinpoint causes. Is the problem caused by:

a) Lack of clarity of goals?

b) Lack of resources: financial, material, people?

c) Lack of appropriate teaching materials, supplies?

d) Lack of appropriate teaching methods?

e) Lack of adequately trained staff?

f) Lack of information?

g) Lack of facilities?

h) Lack of communication?

The following example illustrates why it is important to analyze the data carefully and not jump too quickly to proposing solutions.

> In one school, the parent survey showed negative views of the social studies program. The teacher survey showed it was highly regarded. This conflicting data needed to be further checked out before solutions were proposed. By verifying the data it was found that the school social studies test scores showed students had made gains in this area. An analysis of the time spent showed adequate class time was being devoted to social studies. The problem seemed to be that the school staff had not informed the parents about the new social studies program which had been recently implemented. The problem or need was for better communication, not a change in the social studies program.

Once the needs assessment has been completed by marshalling both facts, figures and opinion information, the council is ready to progress to the next phase of the planning process (Review Chart 2: Planning Wheel). Solutions to needs or problems must now be generated and evaluated. Some solutions may already be obvious once Step 5 of the needs assessment process is completed; other proposed solutions may require more research. After solutions are decided upon, an action plan should be developed indicating timeline (see Chart 5), who is responsible for implementation, resources needed and evaluation procedures.

At this point the process has come full circle. In carrying out an evaluation, the council will, in part, be once again assessing needs.

Chart 5

NEEDS ASSESSMENT AND PLANNING TIMELINE FOR SCHOOL COMMUNITY COUNCIL

DATE	ACTIVITY	WHO IS RESPONSIBLE
September	Orient new and continuing council members by reviewing current school improvement plan, latest school and community facts, figures, test results, etc.	Former council members, principal
	Discuss areas where there appear to be discrepancies or needs and areas of success. Set some specific goals for the year.	Council
	If a new plan or goals were set in the spring be sure they are being implemented.	Sub-committees, council individual teachers
October	Plan and hold a community meeting to gain information on needs and how to best meet goals.	Council, ad hoc planning committee
	Form sub-committees to assess community input and supplement opinion data with other supporting information in each goal area.	Council, Sub-committees
November	Sub-committees generate and evaluate solutions, and present their ideas to the whole council.	Sub-committees
	Decide which solution procedures will be used and develop action plan.	Council
December - April	Implement action plan.	Council, sub-commitees, individual teachers
May	Evaluate solutions and actions taken to see if goals were met.	

CHAPTER 3 RESOURCES

Beach, Mary L. Understanding and Assessing School Programs. Columbia: School Advisory Council Assistance Project. University of South Carolina, 1980. This pamphlet is written for school council members in South Carolina, but is equally applicable for councils in California. The pamphlet outlines a number of activities that a council can undertake to assist members in understanding school data. It discusses the information a council needs to assemble in order to adequately assess its school program.

Burbank, Harold J. and Larry Decker (ed.). Planning and Assessment in Community Education. Midland, Michigan. Pendell Publishing Company, 1977.

Chapter Six, "Community-Based Research," is a comprehensive presentation of community assessment including questionnaire design, sampling techniques, interviewing suggestions, and methods for tabulation of data.

Chapter Seven, "Community Observation," points out the value of observing the community for purposes of getting to know the public to be served and the resources available.

Chapter Eight, "Community Power Structure," explains how determining the power structure in the community is important and necessary in order to understand the community and know how to tap its resources.

Burgess, Bill. Facts and Figures: A Layman's Guide to Conducting Surveys. Boston: Institute for Responsive Education, 1979. Community surveys can inform citizens, stimulate change and community action. This "how to" manual discusses surveys and their purposes, interviewing techniques, fact collection and analysis. Case studies and sample questionnaires are provided.

Burgess, Bill. Facts for a Change: Citizen Action Research for Better Schools. Boston: Institute for Responsive Education, 1979. Fact-finding becomes community action when the people most affected define the issues, get the facts, and act for a change. Facts for A Change shows citizens how to get the facts they need to create dialogue with school officials and make proposals about important issues. The book can be used for action-oriented urban affairs or civic education classes at the secondary and post-secondary levels.

Cone, John C. Conducting Opinion Polls. Columbia: School Advisory Council Assistance Project, University of South Carolina, 1980. This is another pamphlet in the South Carolina series aimed at helping councils become more effective. Steps are outlined for a council to follow in conducting an opinion poll.

Cooper, Lynne Eickholt. Needs Assessment. Columbia: School Advisory Council Assistance Project, University of South Carolina, 1978. This little guide succinctly covers the major steps involved in conducting a needs assessment. Of particular help is the section discussing the difference between a need and a solution.

Delbeco, Andre L. et. al. Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Processes. Glenview, Ill: Scott Foreman, 1975. This book covers in depth the nominal group technique and Delphi Process. For school leaders who would like to become more adept at using these techniques, this book is a valuable resource.

Elementary Program Review Handbook. Sacramento, California State Department of Education, 1981. This handbook is used by outside review teams to assess a school's School Improvement Program. The book can also be used by the School Site Council to conduct a self-assessment. The information collected is essential to a good needs assessment.

Gathering Information for School Community Advisory Council Planning. Flint, Michigan: Flint Community Schools, Board of Education, April, 1975. This book will assist a school council in learning more about its community, where to go for information, how to identify potential community resources and needs.

A Guide to School and Community Action. Sacramento: Congress of Parents, Teachers and Students, Inc. and the California State Department of Education, 1981. This workbook is designed for school and community to assist both in solving a mutual problem. By using the workbook, the PTA and/or school council can build a community-wide interagency coalition, assess community needs, organize the community, develop a plan of action, implement and evaluate the action taken. If PTA's and school councils took the advice of this little guide seriously schools would be well on their way to reaching the 75% of the community which does not have any contact with the school.

King, Bob. The School and Community: Partners in Education. Fresno: County Department of Education, 1972. A school or school district wishing to carry out a community goals setting conference will find this booklet very useful. It explains the modified Delphi Technique used by the Fresno Unified School District.

Radig, John E. Need/Resource Assessment Guidebook. Pitman, N.J.: Educational Improvement Center, South Jersey Region. 1974. This guidebook outlines a training program (with appropriate transparencies) to train educators or citizens in conducting a needs/resource assessment. This workbook is more appropriate for a coordinator rather than the lay citizen.

Stanley, Martha L. Charting Your Course: A Guidebook for Community Education Planning. St. Paul, Minn: Target Topic Series, The Community Education Center, College of St. Thomas. This guide discusses several different planning methods which can be used to translate goals into actions and results. Methods such as listing of steps to do or developing a critical path chart are presented. How to use time effectively is also discussed.

Stanley, Martha L. Knowing Your Community: A Guidebook for Community. St. Paul, Minn. Target Topic Series, The Community Education Center, College of St. Thomas, 1981. This guidebook describes the assessment process for identifying both community needs and resources. It discusses the issues of designing survey questions, choosing the sample, interpreting the data and using the results.

Stark, Stephen L. Conducting Community Surveys. Midland, Michigan: Pendell Publishing Co., 1977. This is another one of the Community Education "How To Series" which focuses on how to organize, design questions and carry out a community opinion survey. Various survey instruments are included.

4 EFFECTIVE COUNCILS: KEYS TO SUCCESS

with permission from
Community Congress of San Diego

BEST COPY AVAILABLE

Both School Improvement and Community Education require a council in order to carry out their programs. An effective council which understands its role and responsibilities is the key to a successful school or community program. In this chapter we will discuss: 1) the characteristics of an effective council; 2) the similar responsibilities of school site councils and community school councils; and 3) the various ways school site councils and community school councils can be linked or merged to form a stronger, more comprehensive and representative council.

CHARACTERISTICS OF EFFECTIVE SCHOOL COMMUNITY COUNCILS

Whether you are involved in a school site council or a community school council, the following characteristics will help you judge the council's effectiveness.

1. **Representativeness.** Membership of the council needs to be as representative of the school, parent and community population as possible. Creation of task forces or ad hoc committees as part of the council structure is a useful method to encourage more people to devote time to school and community issues and to increase council representativeness. Often people are willing to volunteer their time to work on a specific issue that they are interested in if there is a definite timetable that includes a concluding date for conducting the committee's business.

2. **Selection of membership.** The selection process is instrumental in guaranteeing that the council membership is truly representative. Typically, elections are used to select members of a council. However, to insure a representative membership, it may be necessary to recruit potential candidates from different segments of the community and propose them for nomination.

3. **Clear sense of purpose.** Effective councils set yearly goals and objectives through the needs assessment process that reflect the identified needs of the school and/or community. Clearly stated goals and task-oriented objectives give the council a clear sense of purpose and direction which guarantees a sense of fulfillment at the end of the school year.

4. **Well-defined council member roles and responsibilities.** Each council member needs to be made aware of his/her role and responsibility. Orientation of members is vital so that the council can be a smooth running group with everyone having a sense of what needs to be done and who will do it.

5. **Action-oriented meetings.** Council meetings need to be guided by well-conceived agendas. At meetings, decisions need to be made and plans of action developed and implemented. These actions will provide evidence to members and constituents that council meetings are worth their personal time and effort.

6. **Recognition of council members.** Each council member should have a personal sense of accomplishment from serving on the council and should receive public recognition for his/her services. Certificates of appreciation, teas or luncheons are some ways that council members can be recognized. Photographs of the council members on the school bulletin board or mini-biographies of council members in school or community newsletters are other ways to give recognition to council members. People need to know they are appreciated and by being appreciated are more willing to give of their time. These techniques also transform council members from an anonymous "they" into real people for their constituents.

7. **Evaluation.** An effective council continually evaluates its processes and procedures. Councils will continue to have action-oriented meetings when they take the time to periodically evaluate them. Not only should meetings be evaluated but also members should evaluate their effectiveness in accomplishing the goals and objectives of the council for the year. (See pertinent worksheets in Chapter 5).

RESPONSIBILITIES OF SCHOOL COMMUNITY COUNCILS

School Improvement and Community Education Councils share many of the same responsibilities. Among these are:

Fact Finding
Planning
Communicating
Finding new resources
Evaluating
Training

Fact finding. Both types of councils require fact finding as part of their overall plan. Fact finding involves assessing the needs of the clientele whether it be students, teachers, parents or community members. Needs assessments provide councils with opportunities to establish a school/community data base and bank to meet assessed needs (See Chapter 2 Needs Assessments).

Planning. Planning is a crucial responsibility of all councils. School site councils must develop a three year school improvement plan in order to receive state funding. Community education councils must plan programs and activities to meet community needs. Sound planning is possible when the council has been involved in fact finding. The planning process is also strengthened when council members share their insights and knowledge of the students, neighborhood and community in which they live.

Communicating. School site councils and community school councils must communicate to the public their plans and activities. Council newsletters that are sent not only to parents, but community members provide an opportunity for councils to include community news and events, as well as council news, e.g., counseling services, adult education classes, community college offerings, recreation programs, etc. Since three out of four people do not have children in school, it is essential for schools to take the initiative in providing information about schools for the general public. Broad support for school programs can be a reality when the community is kept well informed.

Finding new resources. As the council performs its functions, it has the responsibility to be aware of school and community resources which can be incorporated into school plans to meet identified needs. Part of this responsibility entails seeking information about available federal, state and local funds for the planned school and community programs. Some school councils have been instrumental in securing resources, both physical and financial, from the community. The school and community working together are more likely to find the needed resources. (See Chapter 6 Identifying and Using Community Resources for School Improvement).

Evaluating. School site councils participating in the School Improvement Program should annually review their schools' stated goals and objectives. Once every three years a school's improvement program is evaluated by educators from outside of the district who use state established evaluation guidelines. Community school councils also must spend time in evaluating the programs and activities they undertake. With the evaluation data, both councils can adjust their plans. New strategies may need to be developed to accomplish stated goals and objectives or the councils may be able to move ahead by adding new goals and objectives for the next school year. Councils must evaluate not only their plans and programs, but their own effectiveness. In Chapter 5, various worksheets are provided for councils to use in assessing their effectiveness.

Training. In order to carry out the above responsibilities training is essential for both new and current members. The next chapter deals with training council members.

MODELS FOR LINKING OR MERGING SCHOOL AND COMMUNITY COUNCILS

As mentioned previously, both school improvement and community education programs require an operating council. The typical pattern has been to establish a separate council for each program. However, a few SI schools with community education programs have shown how SI and Community School programs can be successfully linked. This linkage provides improved communication, better program planning and increased resources. Various models are presented below which illustrate how SI councils can become more community oriented through changing their council structure and membership to include the community.

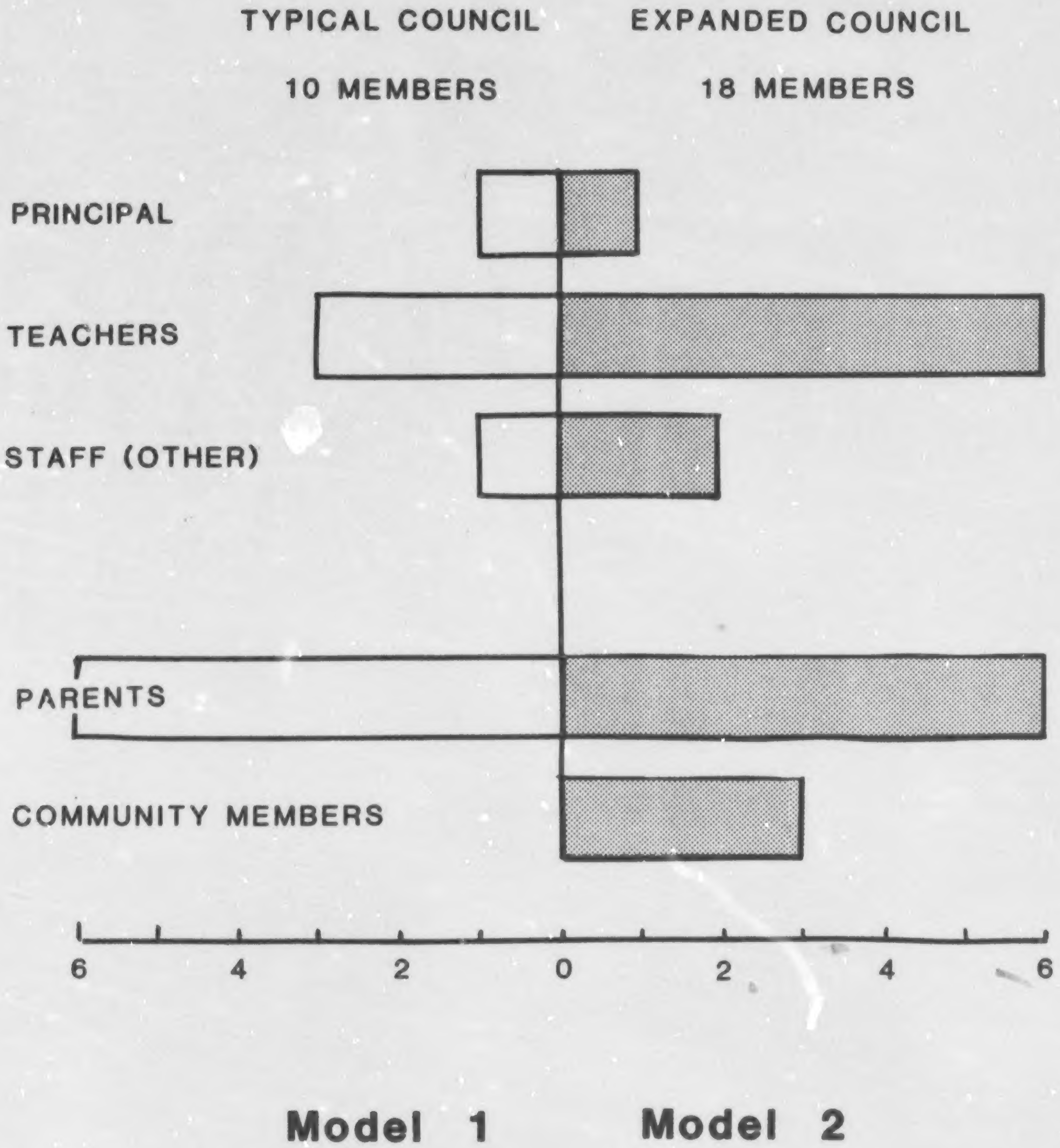
Expanding the School Site Council

At the elementary level, the School Site Council must have parity between (a) the principal, classroom teachers and other school personnel, and (b) parents or other community members. Model 1 illustrates how these positions would be allocated on a typical ten-member elementary school SI council. The sections of the Education Code pertaining to the School Improvement Program state that members of the community may be included as part of the make-up of the parent, or consumer, side of the school site council. Increasing the size of the council, as illustrated in Model 2, insures adequate parent representation but also provides opportunities for participation by the larger community in school affairs. The number of teachers on the council will also be increased which provides for more teacher representation.

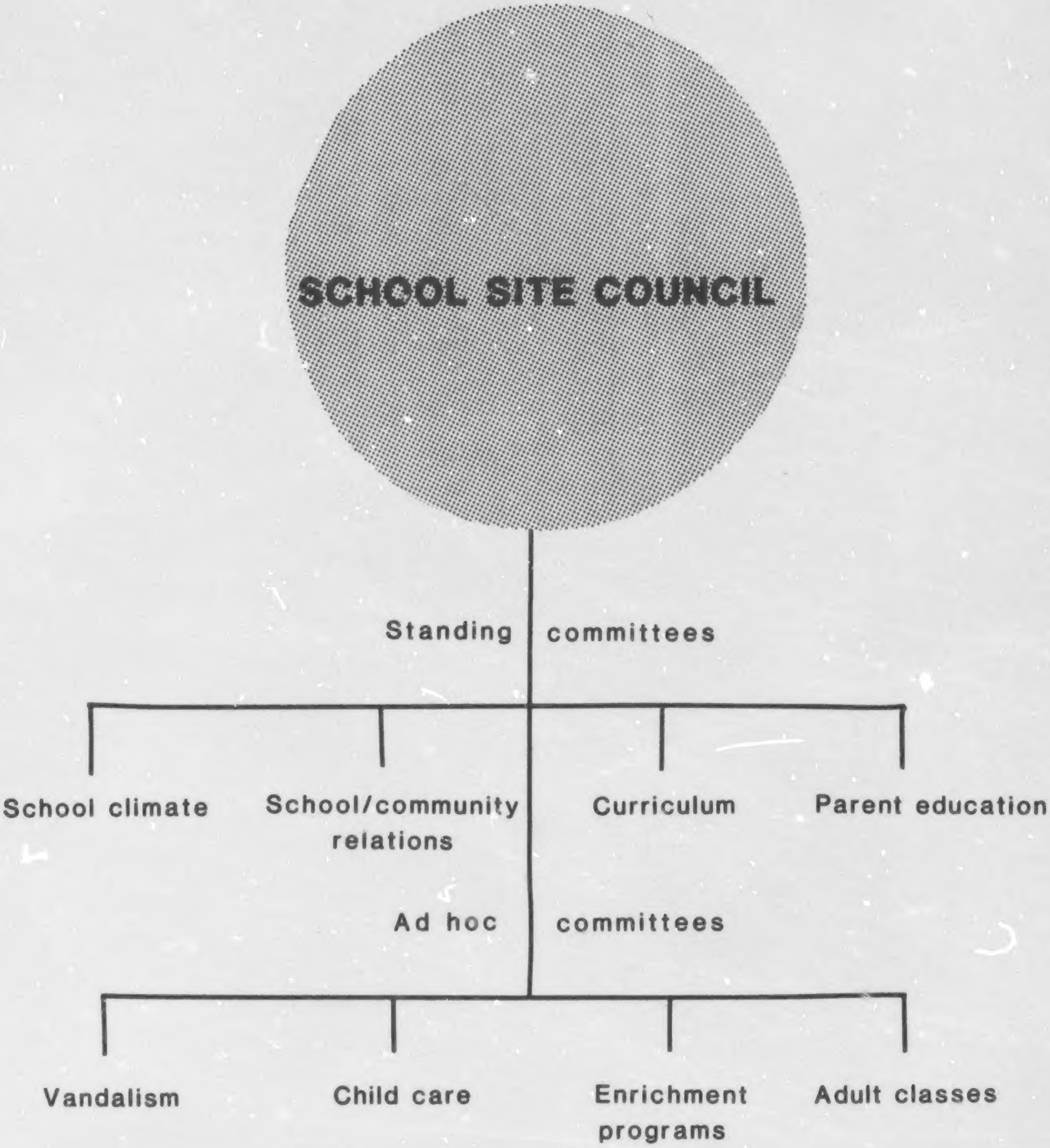
Model 3 illustrates a strategy for increasing both parent and community participation by establishing both standing and ad hoc committees.

The sub-committees should be composed of at least two council and four to six non-council members. Standing committees might focus on such issues as curriculum, school climate, school-community relations and parent and adult education classes. Ad hoc committees can be established to address specific identified needs such as a school community traffic problem, child care, vandalism or a special community event. The ad hoc committees' tenure should be short, one to three months, just long enough to resolve the particular problem. If a program is created as a result of ad hoc committee members' work, supervision of it should be transferred to one of the standing committees. The sub-committee structure shown in Model 3 can be adapted and used with any model discussed in this chapter. Sub-committees serve to increase participation as well as to enable any council to accomplish more.

School Site Council Models



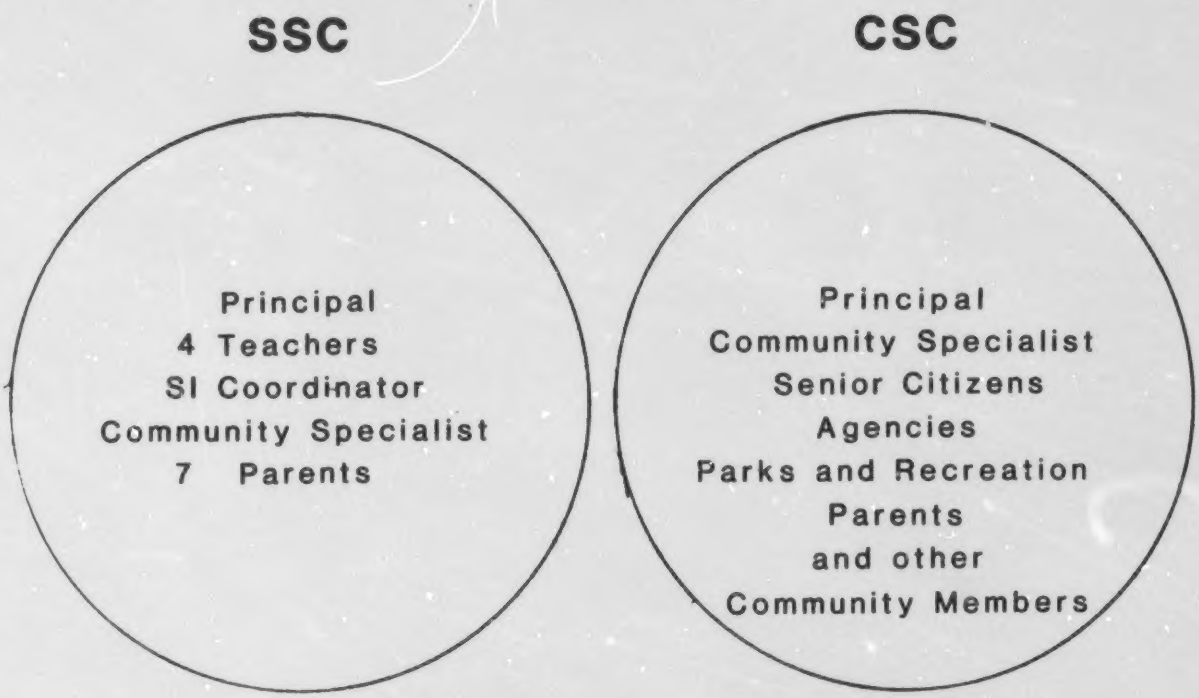
Model 3
SSC with Subcommittee Structure


SCHOOL SITE COUNCIL
Standing committees
School climate
School/community relations
Curriculum
Parent education
Ad hoc committees
Vandalism
Child care
Enrichment programs
Adult classes

Maintaining Separate Councils

Some schools have separate school site and community school councils (CSC) with some overlapping membership. In this case, the school site council may concern itself with school improvement matters, while the community school council handles community needs. The overlapping membership enables the two councils to join forces on issues that are of mutual concern, such as counseling help for students and their families, school and community vandalism or an all school carnival. Model 4 shows who would be represented on these two councils and who would be the overlapping members.

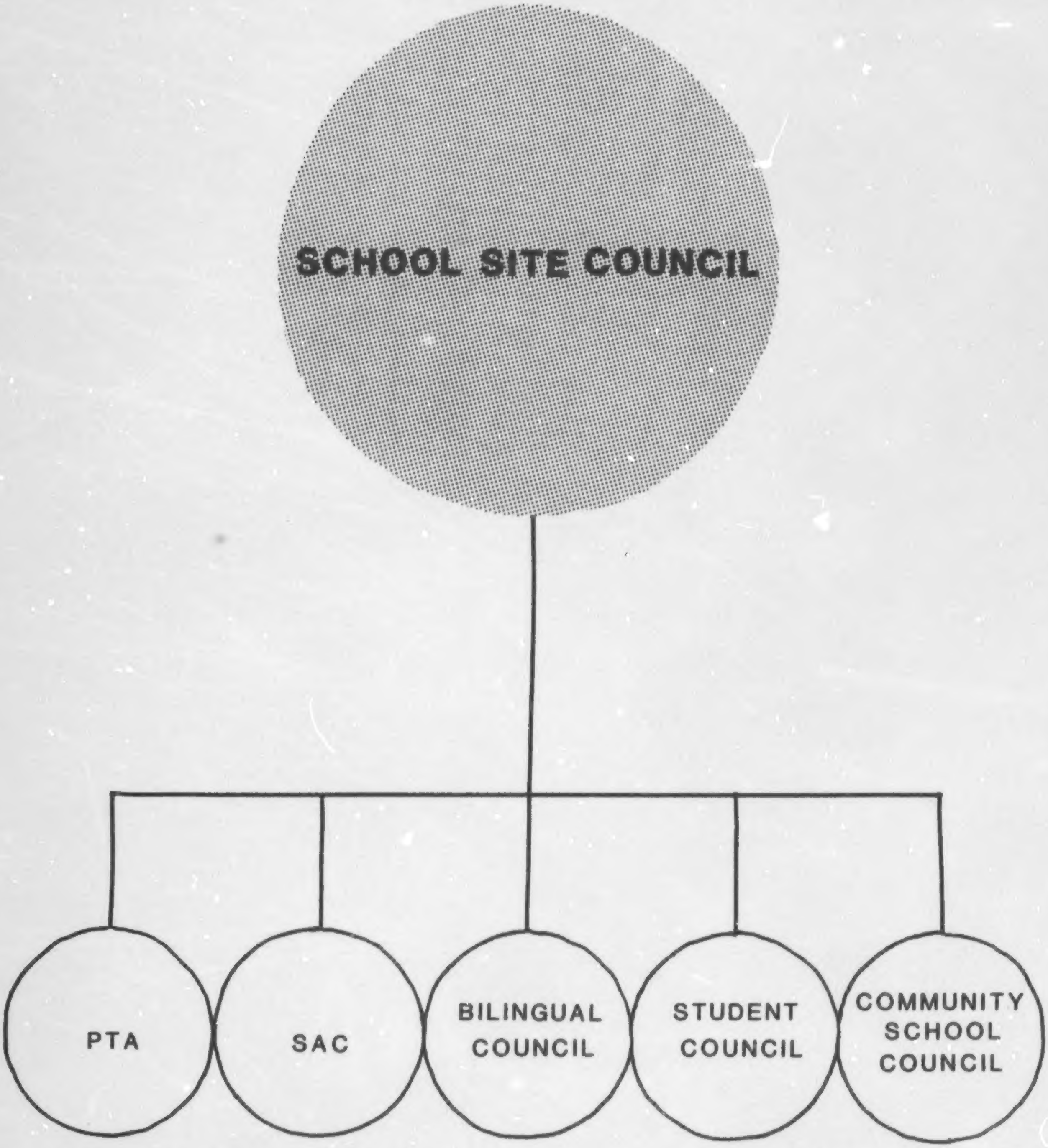
Model 4 Separate Councils


SSC
Principal
4 Teachers
SI Coordinator
Community Specialist
7 Parents
CSC
Principal
Community Specialist
Senior Citizens
Agencies
Parks and Recreation
Parents
and other
Community Members

Schools can also maintain separate councils and still coordinate activities when the school site council serves as the chief coordinating council. Model 5 illustrates this approach. In this model, each group or council has a separate identity and function, but the activities and programs of all the groups are incorporated into the School Improvement Plan in order to give a complete picture of what is going on at the school. There is likely to be overlapping membership among the different groups, but it is not essential. Good communications will occur because at each SSC meeting a member from each of the other councils is asked to give reports of their council's activities. Expenditures for all programs are also coordinated by the SSC. The SSC has responsibility for formal evaluation of the school's many programs.

Model 5

SSC Serves as Coordinating Council

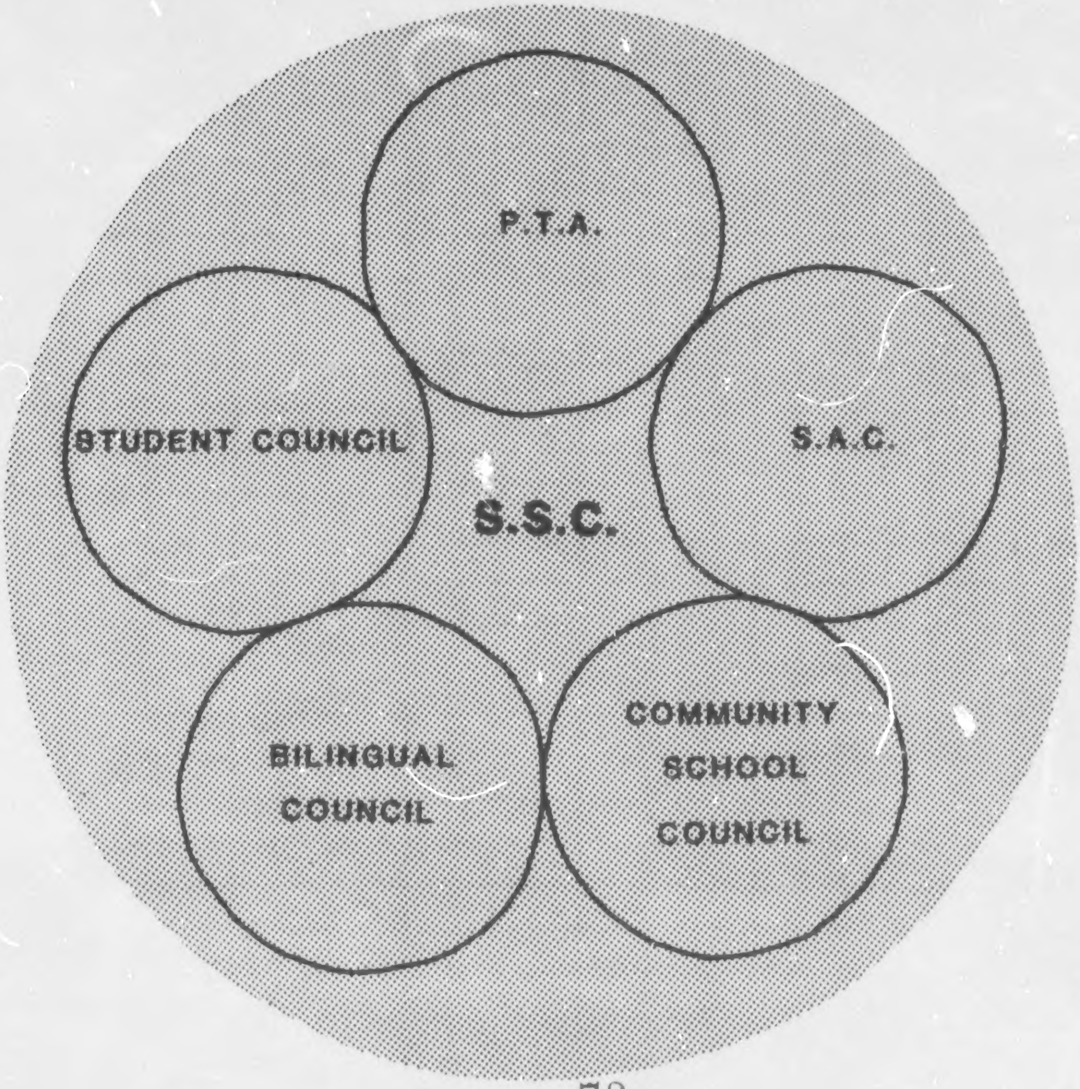

SCHOOL SITE COUNCIL
PTA
SAC
BILINGUAL COUNCIL
STUDENT COUNCIL
COMMUNITY SCHOOL COUNCIL

Forming One Joint Council

In Model 6, the councils for SI, Community School, Title I, Bilingual and PTA are all joined into one. A joint council allows for full representation from both school and community. A joint council helps to eliminate duplication of efforts and provides for coordinated use of resources. The conducting of business is streamlined by handling all the business at one council meeting rather than several.

The interests of each group are represented through task forces, ad hoc or standing committees which meet, if necessary, any legal requirements for a specified membership, such as for the SIP or bilingual committees. Total membership of the council can range from 25-35 people. Representatives from social service agencies can be included in the council's membership or be invited to attend council meetings when appropriate and needed.

Model 6 Joint Council



Establishing a Community-wide Council

The purpose of a community-wide council, Model 7, is to establish a broad base of support for dealing with problems that impact both school and community. Representation on such a council might include: school employees, parents, senior citizens, other community representatives, agencies, business and industry, service clubs and community planning groups. A community-wide council would usually operate in a high school attendance area comprising several elementary feeder schools.

This model of a community council of 30-40 representatives is not designed to replace individual school councils but instead to provide a vehicle for bringing individual schools into a closer working relationship with each other as well as with the broader community.

A community council is valuable because it can deal effectively with problems that affect more than one school. Typical issues which might be brought to this council could include: traffic problems, need for day care or after school recreation programs, summer programs, overcrowding or declining enrollment, counseling, or assistance in recruiting and keeping volunteers. Even if a single school has the problem, it has a better chance of solving the problem because it now has the larger community's resources available to it.

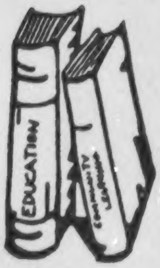
The council can become a private, non-profit corporation, and thereby strengthen its problem-solving and decision-making capability as well as its potential for fund raising from foundation and government sources.

Model 7
Community Council Organization Chart

CONSUMER/COMMUNITY RESIDENTS (10 slots) such as:	BUSINESS (10 slots) such as:	PUBLIC AGENCIES (10 to 12 slots) such as:
Churches	Shopping Center owners	Schools (representation from pre-school to university)
Service clubs (Lions, etc.)	Developers	
PTA's	Small businesses	Social service agencies
Minority Organizations	Large Corporations	Public government (town council, etc.)
Individuals	Banks	Military Installation
		Parks and Recreation

Executive Board (12-15 members)	Committees

CHAPTER 4 RESOURCES
EFFECTIVE COUNCILS



Astrain, B., R. Gianfortoni and F. Mendell. *Community Education: An Action Handbook.* Boston: The Massachusetts Dissemination Project, Massachusetts Department of Education, Fall, 1979. Six Case Studies are presented in the Handbook which show the way different communities have organized to carry out community school projects.

Establishing School Site Councils. Sacramento: California State Department of Education, 1977. This is the basic guide presenting the State Department of Education's regulations for establishing School Site Councils. It contains sample by-laws for a school council.

Price, Nelson C. *School Community Councils and Advisory Boards: A Monograph for Administrators.* San Mateo: San Mateo Councy Office of Education, June, 1977. A candid discussion of the pros and cons of citizen participation is presented in this monograph. While potential problems are presented, the book generally stresses the benefits derived from citizen participation. Roles and responsibilities of school councils are discussed.

Rickards, Joseph M. *Some Practical Handles: Public Involvement in Education Decision-making.* (No. 1 and 2). Salt Lake City: Utah State Board of Education, 1979. These two booklets are full of examples of school-business-community cooperative projects. Tips on how they were organized, who was involved, funding requirements, activities carried out and an evaluation of the project are given for each project.

Robbins, W. R. and Bruce Braciszewski. *A Guide for School Community Councils.* San Diego: County Department of Education, Center for Community Education, 1981. This book contains many helpful hints which can help a council expand its membership, increase representativeness and reach out to the community. Of particular interest may be the job description for a community school coordinator.

Rosaler, Jean. *How to Make the Best School Site Council in the World.* Sacramento: California State Department of Education, 1979. By using this book, school councils can greatly increase their effectiveness. The book discusses the roles and responsibilities of school site council members, covers recruiting council members, organizing to accomplish goals, tips on effective planning and how to keep SSC members active.

Stanton, Jim and Ross Zerchykov. *Overcoming Barriers to School Council Effectiveness.* Boston: Institute for Responsive Education, 1979. The roles and responsibilities, problems and achievements of school councils in California, Florida and South Carolina are discussed in this book. The book outlines a strategy for providing needed training and support for school councils.

NOTE: We are indebted to the following schools for sharing their organizational models with us: Bancroft Community School, La Mesa-Spring Valley; Lauderbach Community School, Chula Vista; and Mira Mesa Community Council, San Diego.

5

ORIENTATION AND TRAINING FOR COUNCIL MEMBERS:

ESSENTIAL INGREDIENTS FOR EFFECTIVENESS

AGENDA
1. Tour School
2. Review Plan
3. Set Goals

This chapter discusses the critical need for orienting and training school council members. Numerous worksheets are included which can assist a council in determining its training needs.

NEED FOR COUNCIL TRAINING

School council members require training if any effective program is to be developed. Orientation and training of council members is as essential for council effectiveness as in-service activities are for school staff development. Section 52019 of the Education Code states that training should be provided so that the council can effectively carry out its duties of planning, monitoring and evaluating the school improvement plan.

Every school council should annually allocate a small amount of its budget for training of school council members. As part of the school's resource file, the council should identify community members who have particular training skills and who may be willing to help the council without pay or for a small fee. Funds should also be available to send council members to workshops or training sessions conducted by school districts, and county offices of education or to private workshops such as those sponsored by local colleges or the United Way. A list of resources which can further assist councils in meeting their training needs is included at the end of this chapter.

Research investigating the functioning of school councils in general and the California School Site Councils in particular, has shown that few councils take the time to orient and train members properly for carrying out their responsibilities.

> *Often times, individuals become members of councils and are thrust into roles and responsibilities with which they are unfamiliar. This creates confusion, frustration and in some cases lack of harmony within the council. Statements such as "I don't know what I am doing." or "I don't know what I am supposed to do." or "How can we do this?" may arise.* (James C. Cox, Functions and Responsibilities of Community Advisory Councils, p. 33).

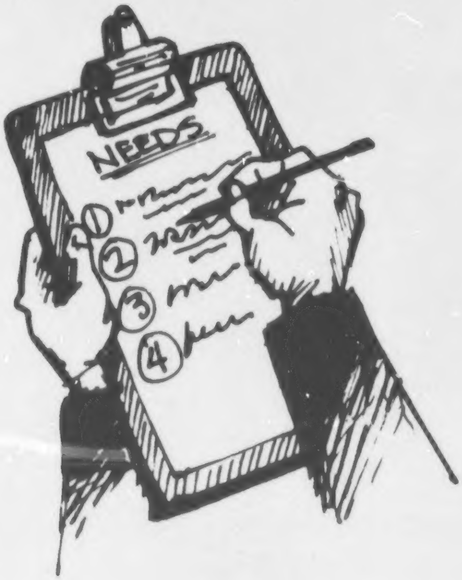
COUNCIL ORIENTATION

An effective orientation session planned for the beginning of each school council year can answer these questions often raised by a bewildered council member. If the orientation is to provide a sound basis for an effective and active council it should include the following: 1) a review of current facts and figures about the school and the community; 2) a brief overview of the school's instructional program; 3) a review of the council's past year's goals and objectives and whether or not they were met; and 4) the roles and responsibilities of council members.

Careful thought should be given to designing an orientation session which whets the appetite for more. Take care to avoid overwhelming and making new council members feel inadequate. A film of the school, a tour of the facility, a social occasion to meet the faculty, small group work and activities can all be used to enliven an orientation session. This session can be an opportunity to provide team building activities for council members and school staff. Oral presentations, especially those by only one person, should be kept to a minimum and they should be reinforced with written materials which council members can then refer to at their leisure.

ASSESSING COUNCIL MEMBER NEEDS

The orientation session should provide a general picture of what it means to be a council member. Many questions that council members have will probably be answered during the orientation; however, council members may feel that there are still areas in which they have had no experience or information. Worksheet 1, "Evaluating Council Member Needs", can help council members identify those additional areas of training which members need in order to be able to fulfill their responsibilities. Once a specific area of need has been determined, the council should decide if the training that will best meet member needs should be conducted at the school site for all council members or if council members should take part in district or regional training opportunities. Which type of training the council selects will depend to some extent on the need. For example, if the need is for more effective intra-group communications, the training should be held at the site with all council members present. If the need is for learning how to use the media to communicate, an area-wide training session is more appropriate since the topic may be of interest to several councils.



with permission from
Community Congress of San Diego

78

WORKSHEET 1

Evaluating Council Member Needs

I feel our school council would be more effective and I would be a more skillful member if I had information or training in the following areas: (check all items where there is a need).

Knowing about my local school.

- Facts and figures about the school population.
- School policies and procedures.
- Major goals of the curriculum and instructional program.
- Requirement of other specially funded programs.
- Skills and talents of the school staff.
- Other.

Knowing how the school council works.

- Setting goals and objectives of school and council.
- Understanding responsibilities and duties of council members.
- Conducting effective meetings and making decisions.
- Understanding the relationship between the school council and other school groups (including parents, school staff and students).
- Other.

Learning special skills.

- Understanding educational terms and jargon.
- Conducting a needs assessment.
- Developing the school/community plan.
- Fundraising and budgeting.
- Understanding evaluation techniques such as classroom observation and test score analysis.
- Other.

Knowing how to work with and involve the community.

- Facts, figures and characteristics of the local community.
- Identifying community resources.
- Recruiting and involving people from the community.
- Getting information to and from the community.
- Public relations.
- Influencing decision makers.
- Other.

I feel my three top informational or training needs are:

1.

2.

3.

ON-GOING COUNCIL ASSESSMENT AND TRAINING

School districts have generally provided adequate training for school site councils on the technicalities of writing the school improvement plan. However, little training is offered to help councils become effective problem solving groups. The internal and procedural council problems which most frequently get in the way of councils accomplishing their program goals are lack of effective meetings, unclear goals, lack of group cohesion, ineffective communications, lack of problem solving and decision making skills. The following seven worksheets have been designed to help councils pinpoint any problem in these areas. Carrying out this self-evaluation can help energize and increase the effectiveness of a school council.

Conducting Effective Meetings

If participation on the school council is to be maintained, meetings must be action-oriented and effectively conducted. Worksheet 2, "Assessing Council Meeting Effectiveness", can help council members evaluate their meetings. Many school districts periodically offer training for school council chairpersons. All councils should request such training and their chairpersons should participate.

However, all members share the responsibility for helping to insure their council meetings are effective. All members should assist the council to stay on the topic under discussion, ask questions when clarification is necessary, help other members to participate, provide expertise or information, or perform any of the other many group member roles which help to make meetings effective. There are many easy to read handbooks which can greatly assist council members in becoming more effective group members. (See resource list at the end of this chapter). Asking a member to serve as observer of the group's process for one or two meetings and then report his or her observations to the group is another way to quickly improve the group's effectiveness.

Setting Goals and Developing Council Cohesion

The School Improvement Program has the goal of improving the instructional program. Community education's goal is to identify and meet both school/community needs. These general goals need to be translated into short term goals set annually by the council. Goals and objectives can be established for both the school and community and for the council itself (e.g., improve the effectiveness of council meetings, or increase participation of community members by 5%, etc.). A goal setting session at the beginning of the school year can go a long way toward building a cohesive, action-oriented council. Worksheet 3, "Analyzing Group Goals", can help the council assess how well its members understand the council's goals.

WORKSHEET 2

Assessing Council Meeting Effectiveness

Please assign the number that is most often identified with your council meetings.

1 - not typical of our meetings
2 - fairly typical
3 - is typical of our meetings

1._____ Members of the council know what items are to be discussed prior to the meeting.

2._____ Members arrive on time for the meeting.

3._____ An equitable procedure for getting items on the agenda is being implemented.

4._____ Members carry out commitments agreed upon at the meetings.

5._____ Members are free to say how they truly feel about a problem.

6._____ Members keep confidentialities when agreed to.

7._____ A problem is thoroughly understood before a vote is taken.

8._____ Members ask clarifying questions when in doubt.

9._____ The "real" problems which are currently important to the members are discussed.

10._____ Members assist each other in staying on the topic, controlling excessive talkers, interruptions, etc.

11._____ Members have a chance to consider more than one solution to the problem.

12._____ Decisions made at the meetings are clearly understood.

13._____ It is clear who is to carry out what decisions and when they are to be completed.

14._____ Members care about the children in the project for which they are advising and work on their behalf.

15._____ As a member of the council, I am an active participant in the meetings and have an opportunity to assume important responsibilities.

16._____ Members have a clear understanding of the budget and how it relates to implementing the school plan.

WORKSHEET 3

Analyzing Group Goals

Directions: Answer the following questions by placing a check (✓) in the blank and writing down what you think. The instrument is most useful if all members complete it. The information can then be examined in light of how all members view the group's goals and how they are formulated.

	Yes	No	Don't Know
1. Does your group have goals for its work that most members agree with?	____	____	____
2. Are the goals stated or written down anywhere?	____	____	____

3. In your own words write down your group's goals.________________________

____

____

____

	Yes	No	Don't Know
4. Do you feel the goals are appropriate and suitable for the group?	____	____	____
5. Do you feel the goals are realistic and attainable for this group?	____	____	____
6. Do the goals meet your individual needs?	____	____	____
7. Did you have an opportunity to formulate or influence the goals?	____	____	____
8. Does your group periodically review and revise its goals?	____	____	____

From: "Measuring and Improving Group Effectiveness," Keys to Community Involvement Series, #11. Arlington, Virginia: National School Public Relations Association, 1978.

In most voluntary associations such as League of Women Voters, Lions Club, Junior League, etc., there is a real sense of belonging to the group because members have actively sought membership in the group. On the other hand, members of a school council frequently have little sense of cohesion, unity or belonging. Council members may be serving reluctantly out of a sense of duty or obligation to meet the legal requirements of the program. Worksheet 4, "Assessing Group Cohesiveness", is designed to help the council find out how much loyalty or cohesiveness exists among members. A sense of belonging and commitment to the council is essential if the council is to accomplish its goals.

"none of us is as smart as all of us!"

with permission from
Community Congress of San Diego

WORKSHEET 4

Assessing Group Cohesiveness

The following brief exercise will point out the feelings of the members of the council to the council.

	Agree	Undecided	Disagree
1. The council has achieved most of its goals in the past year	____	____	____
2. Members generally attend all meetings	____	____	____
3. A high degree of trust exists among council members	____	____	____
4. What I say is recognized and valued by the council	____	____	____
5. I am proud of being a member of the council	____	____	____
6. I feel a strong ownership for our program and projects	____	____	____
7. Members of the council really care about each other	____	____	____
8. New members are made to feel welcome	____	____	____
9. At meetings I feel included	____	____	____
10. If I miss a meeting I feel I have missed something important	____	____	____
11. Members work on tasks together	____	____	____

If you agree with these statements you feel a high degree of cohesion with your council. The entire council should complete the exercise and discuss the results. Don't be disappointed if all members don't agree with the statements. Just doing the exercise as a group requires some degree of trust (cohesion), so don't be surprised if some members show they feel left out.

Building Communication Skills

Good communications are vital to the healthy functioning of a council. Council members need to create an atmosphere where there is a free exchange of ideas, information, opinions and feelings. Council members need to learn how to express their ideas and feelings clearly, to be active listeners of other members' views, and to ask questions for clarification when they don't understand. Worksheet 5, "Assessing Group Communication", will enable a council to assess how well members are communicating with each other. If the responses to this questionnaire indicate there is an overall problem in communications, the council may wish to hold a workshop on improving member skills in communications. This is a good time to tap the skills of a community member to assist the council in this area. If only one or two trouble spots show up in the responses to the questionnaire, the council may be able to remove the communication stumbling blocks just by setting aside some time at one meeting to discuss the problem areas. Time spent in developing good communication skills will pay off not only for the council, but most likely for individual council members as well. Good communication skills are transferable to almost any other area of life.

Problem-Solving and Decision-Making

Two other key areas where councils frequently experience difficulty are in surfacing and solving problems and reaching decisions. Worksheet 6, "Assessing a Group's Problem-Solving Approach", and Worksheet 7, "Assessing Decision-Making Procedures", can be used to help councils evaluate their skills in these areas.

Many members of school site councils will already be familiar with the problem-solving steps listed in Worksheet 6, because these steps capture the essence of the school improvement process. Community school councils may also use a similar process in addressing community needs. Whether the council is working on school or community problems, the process is the same.

After completing Worksheet 6, if the results show that the majority of council members feel there is room for improvement, a workshop to develop problem-solving skills should be scheduled.

Worksheet 7, "Assessing Decision-Making Procedures", can alert members to the variety of ways decisions can be reached. There is no correct method for reaching a decision, but the council should be aware and agree upon the method it typically uses to arrive at decisions. The greater the degree of concensus on a decision, the more likely the decision will be widely accepted and willingly implemented.

WORKSHEET 5

Assessing Group Communication

Directions: Answer the following questions on the basis of your participation in and experience with this group. A compilation of all members' responses may be used to pinpoint communication problems.

	Frequently	Sometimes	Never
1. I ask questions when I don't know something.	____	____	____
2. I keep my real thoughts and feelings to myself.	____	____	____
3. I have opportunities to talk during group discussions.	____	____	____
4. When I feel irritated or impatient with what's going on, I communicate my feelings to the group.	____	____	____
5. If I am unsure about what someone means, I relay my understanding of their comment and check to see if my understanding is accurate.	____	____	____
6. I withhold personal feelings and stick to the facts in a discussion.	____	____	____
7. I agree with another individual or like what they say without letting them know.	____	____	____
8. I listen to and carefully consider other's ideas.	____	____	____
9. I ask others to tell me what they really think of my work.	____	____	____
10. I ask others who seem to be hurt or upset to express their feelings.	____	____	____

From: "Measuring and Improving Group Effectiveness," *Keys to Community Involvement* Series, #11. Arlington, Virginia: National School Public Relations Association, 1978.

WORKSHEET 6

Assessing a Group's Problem-solving Approach

Directions: Read each item and check (✓) which ones are working well and which ones need improvement. The group's assessment can be used to set goals for improving the group's problem-solving effectiveness.

Problem-Solving Activities: This Group Can	Doing All Right	Needs Improvement
1. Surface and clarify problems or needs.	________	________
2. State problems or goals clearly.	________	________
3. Identify blocking or restraining forces.	________	________
4. Gather information about possible solutions.	________	________
5. Generate criteria for successful solutions.	________	________
6. Identify alternative solutions.	________	________
7. Apply criteria to make choices.	________	________
8. Develop step-by-step "Action Plans" for carrying out a solution.	________	________
9. Identify resource needs.	________	________
10. Locate and use resources.	________	________
11. Develop a way to assess results.	________	________
12. Monitor progress in task accomplishment.	________	________
13. Change and adapt as circumstances prescribe.	________	________
14. Evaluate the results of the effort.	________	________

From: "Measuring and Improving Group Effectiveness" Keys to Community Involvement Series, #11. Arlington, Virginia: National School Public Relations Association, 1978.

WORKSHEET 7

Assessing Decision-making Procedures

Directions: For each method of decision making, check how frequently it is used by your group. Compile the responses of all group members and present them to the group.

Kind of Decision Making	Frequently	Sometimes	Rarely	Never
1. Unanimity--everyone agrees that a proposed course of action is the best choice.	____	____	____	____
2. Consensus--everyone agrees on a course of action, with perhaps some stated reservations, at least for a specified time period.	____	____	____	____
3. Majority support--a majority of people agree, often demonstrated by voting.	____	____	____	____
4. Minority support--a minority of people agree, with tacit agreement or lack of open disagreement by the remaining members.	____	____	____	____
5. Handclasp--one or two members actively support and lead group to action.	____	____	____	____
6. Topic jump--the topic shifts before an explicit decision is reached.	____	____	____	____
7. Self-authorization--one person initiates action, with implicit consent or no overt disagreement of other members.	____	____	____	____
8. Plop--one person initiates action, but the group does not respond one way or another; by default, no action is taken.	____	____	____	____

From: "Measuring and Improving Group Effectiveness," Keys to Community Involvement Series, #11. Arlington, Virginia: National School Public Relations Association, 1978.

CHAPTER 5 RESOURCES

ORIENTATION OF TRAINING OF COUNCILS

Building Better Councils, (I, II, & III). St. Paul, Minn: The Community Education Center, College of St. Thomas, 1979. Many useful tips for school council members are contained in this series of three booklets. The materials are presented in an entertaining and informative way. Topics such as running effective meetings, defining member roles, problem-solving, action planning and budgeting are covered.

"Citizen Action in Education." Boston: Institute for Responsive Education. CAE is the quarterly newsletter of the Institute which reports on new models and ideas for citizen participation in schools. CAE, with a circulation of 22,000, is an important communication link among parents, community members and educators throughout the United States who are working to improve schools.

Cox, James C. "Functions and Responsibilities of Community Advisory Councils," Community Education Journal. Vol. IV, No. 3, May-June, 1974. This article discusses the major responsibilities of a school community council.

Discussion Guide for the California School Improvement Program. Sacramento: California State Department of Education, 1977. This booklet presents each section of the Education Code pertaining to the School Improvement Program. It suggests key issues and questions that council members should consider to see if the intent of the SIP program is being met. The information in this booklet can be used in a council orientation session or for assessing council accomplishments.

Doyle, Michael and David Straus. How to Make Meetings Work: The New Interaction Method. New York: Playboy Press. If a school council is interested in running effective and productive meetings, this is the book to get. It is well written in easy-to-understand English with terms clearly defined. Topics covered in the book are what goes wrong with meetings, how to plan effective meetings, tools for problem solving, how to be an effective group member, and how to handle people who disrupt or are reluctant to participate. The book introduces the concept of using a group facilitator in addition to the group chairperson to insure the flow of meeting. The book also discusses using a "group memory" -- a visual outline of points being discussed -- to keep the members on tack.

Gordon, Thomas. Leader Effectiveness Training L.E.T. New York: Wyden Books, 1976. Dr. Gordon tells how to develop positive behaviors in yourself and in others for building group productivity and creativity. The book stresses the importance of honest, clear communication and points out how to modify styles of communication that are destructive to groups.

Jehl,Jeanne. Getting It Together ... Together. San Diego: San Diego City Schools Community Relations Division, Publication No. III-B-77-2, 1977. Teamwork between school and community is the theme of this booklet. Many practical suggestions for team building are given.

Keys to Community Involvement Series. Arlington, Virginia: National School Public Relations, 1977. These pamphlets contain helpful charts and checklists which aid in understanding group effectiveness ... Titles include:

"Group Decision Making," Number 2.
"Problem Solving," Number 3.
"Planning for Change," Number 4.
"Effective Groups," Number 9.
"Group Progress," Number 10.
"Measuring and Improving Group Effectiveness, Number 11.
"Group Leadership," Number 15.

Kuyendall, Crystal. Developing Leadership for Parent/Citizen Groups. Columbia, MD: National Committee for Citizens in Education, 1976. Specific information about developing leadership skills is provided in this little book. It is useful to councils that are planning council training because it clearly spells out standards for leadership and group effectiveness. It includes a self-administered leadership quiz for identifying strengths and weaknesses.

Lehew, Charmon and Jack Hill. Community Payoffs! San Diego: County Department of Education, 1981. This handy training guide, one of a series developed by the San Diego County Department of Education under an ESEA Title IV-C grant, can help administrators understand the payoffs and benefits to them of involving the community in the school. The guide contains useful worksheets on problem-solving, communicating with the community and generating community oriented curriculum ideas.

Puckett, Myron. School Council Almanac. San Francisco: The San Francisco Center for Public Education, 1982. Using a garden analogy, council members are led through a growing process. Beautiful graphics, interesting layout, helpful suggestions, easy to read and fun to use.

Rauner, Judy and Arty Trost. Gaining Momentum for Board Action. San Diego: Marlborough Publications, 1982. Gaining Momentum is designed to assist any group (board of directors or council) in improving its effectiveness. The topics covered are defining roles and responsibilities, knowing your community, planning, policy-making, fundraising, financial management, public relations, recruitment and retention of members, leadership, group process and team building. Each section is accompanied by worksheets which help to turn the theory into a practical handle for increasing effectiveness.

Schindler-Rainman, Eva and Ronald Lippitt. *Taking Your Meetings Out of the Doldrums.* San Diego: University Associates, 1977. A handy book which can greatly help a school council conduct more effective, task-oriented meetings. Several worksheets in the book are designed to help a new leader plan for a meeting, carry out the meeting and do the necessary follow-up after a meeting to insure that decisions are carried out.

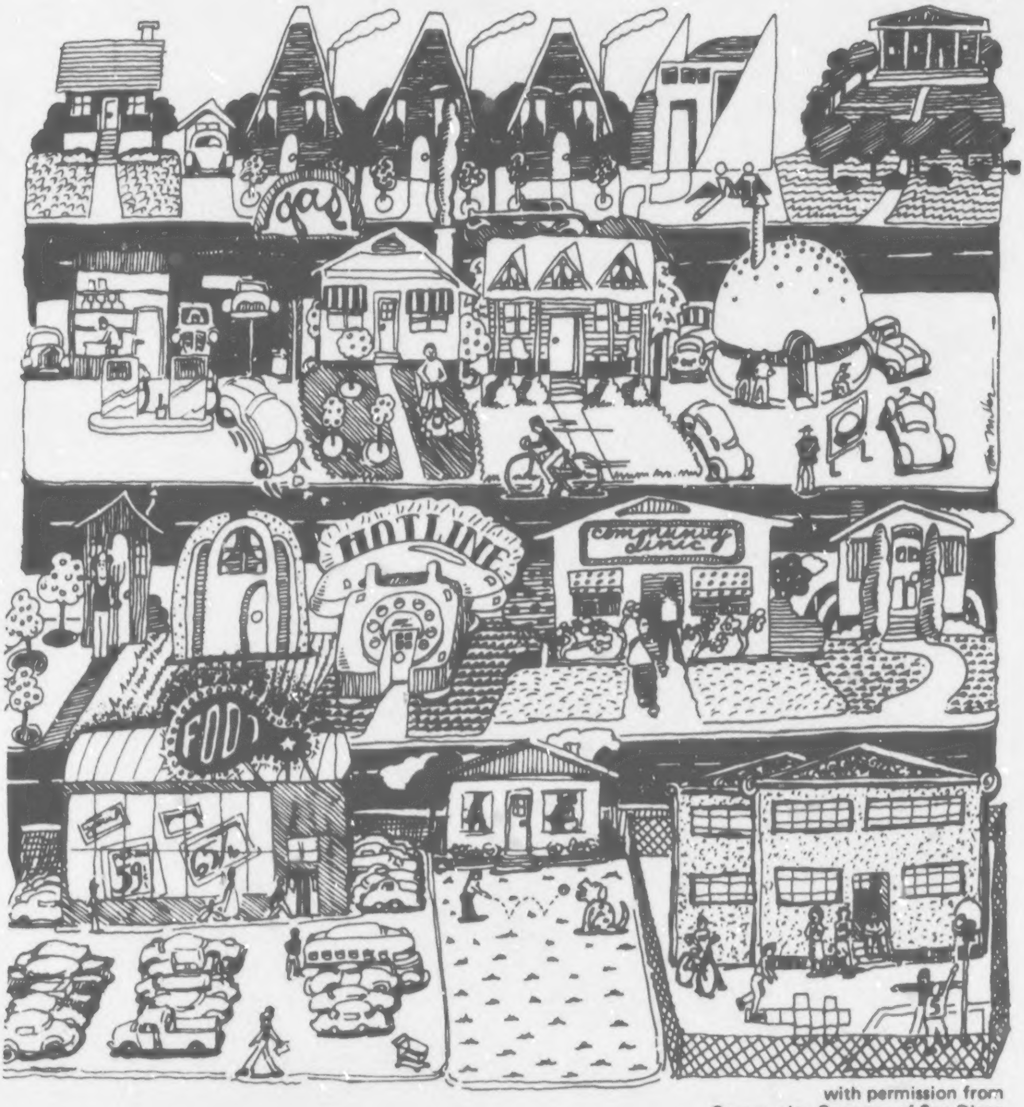
South Carolina School Advisory Council Activity Guides. Columbia, South Carolina: School Advisory Council Assistance project, College of Education, University of South Carolina, 1978-79.

Sweningson, Sally. *Connecting: Guidebook for Community Education Council Effectiveness.* St. Paul, Minn: College of St. Thomas, The Center for Community Education, 1981. *Connecting* discusses task and maintenance roles of councils and the communication and leadership skills needed to be effective. Worksheets are provided to assist the council in assessing itself and identifying areas where assistance is needed.

Taking A Look At Your School Community Advisory Council. Flint, Michigan: The Planning Office of the Flint Community Schools, 1975. This handbook stresses the need for a council to clearly understand its purpose before it begins a needs assessment of the school and community. A number of instruments are included for assessing the council and its leadership. The information gained can help members grow in their job.

6

IDENTIFYING AND USING COMMUNITY RESOURCES FOR SCHOOL IMPROVEMENT


gas
HOTLINE
community clinic
FOOD

with permission from
Community Congress of San Diego

Once school and community needs have been determined, resources to meet those needs must be found. As mentioned in Chapter 3, the needs assessment process itself can be used to help identify community resources. The purpose of this chapter is to show how community resources can be incorporated into school improvement plan objectives and to assist schools in finding resources to meet their needs. Several worksheets are provided for use by school community councils, PTA's or any other school groups in locating community resources.

INCORPORATING COMMUNITY RESOURCES INTO SCHOOL IMPROVEMENT PLANS

Solution procedures to achieve stated objectives are critical elements of an SI plan. Expanding solution procedures to tap community resources is a good way to insure that all avenues are being used to meet student needs. The 1982 SIP School Program Development Manual published by the California State Department of Education emphasizes the use of community resources in designing support activities to achieve improvement objectives.

> *Planners should consider all available resources within their school community, such as ... knowledge, skills and talents of parents, community health resources, community learning resources and county office personnel.*

The following examples represent typical SI objectives and possible corresponding solution procedures which utilize community resources.

An objective in the oral and written language component of one SI plan reads: "By the end of grade 6, students will be able to extend the skill of personal writing by composing poems, stories, letters, application forms and accounts of personal experiences, judged according to standards established in the class."

To meet this objective, the school gave the following solution procedures:

1.1 Allow time on a weekly basis in grades 1 - 6 for guided writing experiences such as:

- stories

- letter writing

- creative writing

- note taking

- summarizing

1.2 Create a classroom and school environment that will provide opportunities for meaningful writing experiences such as:

- keeping personal journals

- incorporating original written material into school bulletins.

- publishing booklets of students' creative writing.

These solution procedures could be considerably enriched by tapping community resources in the following way:

1.1 The students will correspond on a regular basis with the senior citizens of the community's retirement home. This will provide the students with hands-on experience in good letter writing.

1.2 A local newspaper reporter will describe how she/he writes feature articles for the newspaper. Students will follow-up this presentation by writing feature articles for their own class or school newspaper.

1.3 Representatives from personnel departments of local businesses will be invited to discuss with students how to correctly complete job application forms. Students will be given an opportunity to complete a real application form used by a local business.

The math component of another SI plan also offers possibilities for broadening solution procedures to include use of community resources in meeting the objective. The math objective reads: "Teachers will provide students opportunities to apply math skills to real life situations such as in consumer economics and problem solving activities." This objective could be met by incorporating these community resources as part of the solution.

1.1 Upper grade teachers will use the Crocker Bank Materials and invite to class local bankers who will help to relate math skills to the world of work.

1.2 Representatives from two other career areas (e.g., real estate, architecture, engineering, scientists, statisticians, accountants, store clerks, etc.) will be invited to upper grade math classes to share the use of math skills and concepts in their careers. Teachers will devise worksheets to help illustrate the application of the math skills required (e.g. scale architectural drawing, bar graphs of weight and height of class members, etc.).

Another SI school is establishing a computer center. Their specific objective is: "All K-6 classrooms will be scheduled into the Computer Enrichment Center. At least 70% of the K-6 students will have hands-on experience with activities appropriate to their grade level." While the main thrust of this objective is to give hands-on experience on the computer, the enrichment aspect of the objective can be strengthened by using community resources in the following way:

1.1 Representatives from small and large businesses and public agencies will be contacted and asked to share the mathematical applications of computers to their businesses. Upper grade students will have the opportunity to practice using the computer in a business related activity.

At the secondary level, School Improvement plans can also successfully integrate community resources into their solution procedures. In the career and vocational development component of a high school SI plan one of the objectives states: "By June 1983, students will become aware of career opportunities as demonstrated in a pre-post instrument developed by staff and district." The following community resources could be tapped to help meet this objective:

1.1 Businesses, community organizations and individuals will be invited to set up information booths at an annual Career Day Fair to be held on campus in the spring.

1.2 Classroom presentations on careers will be made by members of the community in various vocational and professional fields.

1.3 Students will visit businesses in the community to learn first-hand about careers that are of interest to them.

1.4 Twenty students will be placed in a community based learning experience for a three to six week period.

The above are a few examples of the ways community resources can be incorporated into SI plans to help meet plan objectives. A task force of teachers, parents and community members should review the SI plan and list community resources and people who would be able to help meet the stated objectives. Once identified, the appropriate community resources can then be incorporated into the plan's solution procedures.

When approaching businesses or community organizations to ask for help, schools should also consider how these businesses or community organizations stand to benefit from the sharing of their resources with the school. Some of the benefits could include better trained young people entering the work force, positive public relations with the community, a sense of fulfilling their civic responsibility, and a chance to gain insights into the operations of public schools. By stressing the mutual benefits, businesses and community organizations are likely to be more willing to give resources (time, money, and people) to the school. The following discussion and worksheets will assist in this process of identifying and using community resources.

IDENTIFYING COMMUNITY RESOURCES

Identifying your community's resources is a task which should be undertaken by the school community council, rather than being delegated to one individual. Many people working on the task insures that a variety of community resource suggestions will be shared. Chart 6 graphically illustrates the diversity of community resources available to schools. A brainstorming session is a productive way to begin. One simple technique to use is to go down the alphabet with each person calling out a suggestion of possible resources. For example:

A

American Association of Retired Persons
Area Health Education Center
Adult Education Programs
Advocate Programs
Agricultural Extension
Al-Anon and Alcoholics Anonymous
American Arthritis Association
AAUW American Association of University Women
American Cancer Society
American Civil Liberties Union
American Legion
American National Red Cross
Area Mental Health Center
Armed Forces
Aging, Council on

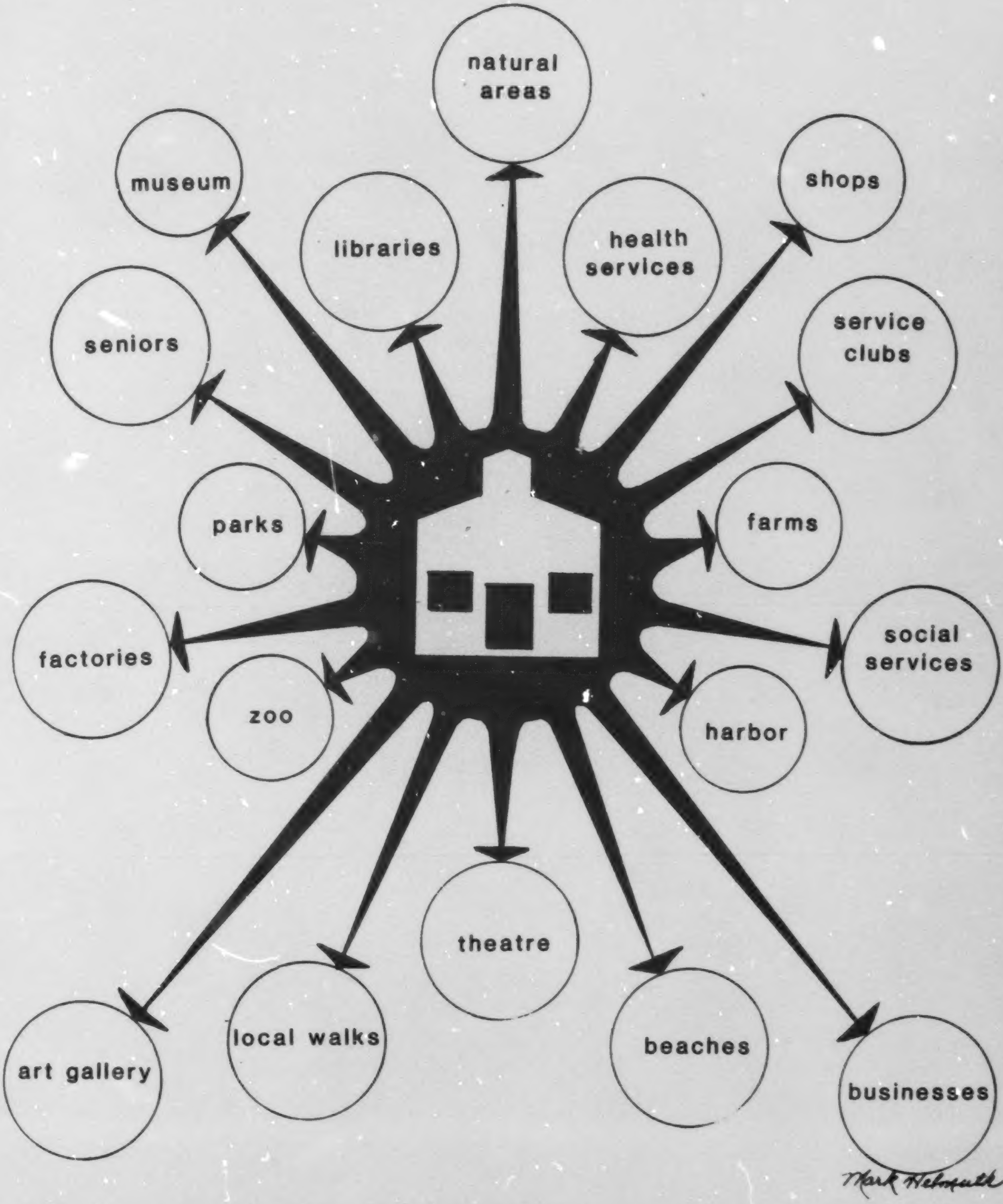
B

Boys Clubs
Boy Scouts
Etc.

An alphabetical list provides a good way to begin a resource file so that no potential resources are overlooked. Once a list has been generated it may be more useful to group resources under topic headings such as has been done in Chart 7. Chart 7 represents a list of community resources being used by schools with school improvement programs in San Diego County. The services these resources are providing have also been listed. This is a composite list from many schools; a single school may use the resources of only one or two agencies in each category. Worksheet 8, will assist you in assessing the resources available to your school. An example of how an individual school has used Worksheet 8 is provided.

Chart 6

School Use of Community Resources


natural areas
museum
shops
libraries
health services
seniors
service clubs
parks
farms
factories
social services
zoo
harbor
theatre
local walks
beaches
art gallery
businesses

Mark Helmsuth

Chart 7

EXAMPLES OF COMMUNITY RESOURCES IDENTIFIED AND USED BY SAN DIEGO COUNTY SCHOOLS

AGENCIES	SPECIFIC EXAMPLES	RESOURCES/SERVICES/USE
Educational		
Community College/Univ. Library Adult Education Programs Private Schools	UCSD, SDSU, Mira Costa, Southwestern, Pt. Loma College, Palomar	Consultants Speakers Educational Materials Traveling Performances Parent/Adult Education Classes
Recreational		
Parks and Recreation YMCA/YWCA Private Health Clubs	National Park Service, Zoo, Wild Animal Park, Boys Club, Latch-key child care	After School Programs Special in-school programs consultants
Cultural		
Museums Art Galleries Theater groups	Balboa Park docents, Youth Symphony, Old Globe, CA Ballet, S.D. Ballet, Musician's Union, Artists in Residence Program	Performances Consultants for school productions Classroom demonstrations
Social Services		
Family Counseling Services Scouting, Camp Fire Service Clubs, e.g., Kiwanis, Senior Citizen Groups	Harmonium, Crisis Center, Neighborhood House, SAYS, Pathways, Our House, MITE, Al Bahr, Soroptimists, Red Cross, United Way, Senior Citizens Center, Bostonia Women's Club, Senior Mentors, RSVP, VFW	Classroom Volunteers Speakers Scholarships Counseling Adopt-a-grandparent Program After School Activities Art lessons by seniors Classroom materials Funds
Health		
Public Health Dept. Community Mental Health Hospitals	Well Baby Clinic Dental Society	Health Screenings Counseling Career Explorations Speakers Classroom Materials

AGENCIES	SPECIFIC EXAMPLES	RESOURCES/SERVICES/USE
Government Planning Groups Town Councils City Councils Police & Fire Depts. Other Government Depts.	Sheriff, Animal control, CA Highway Patrol, Military (North Island, Camp Pendleton), Post Office	Traffic Safety Drug Prevention Demographic Data Speakers Clearinghouse for other agencies and their services
Citizens Groups League of Women Voters AAUW Urban League Neighborhood Associations Sierra Club	Black Federation, Chicago Federation, Otay Mesa Community Group, Indo-Chinese Center, Indian Education Center, Mira Mesa Community Council	Volunteers Classroom materials Speakers
Businesses Banks Real Estate Agencies Travel Agencies Markets Small and Large Shops Large Companies Trade Associations Building Contractors	Bank of America, Crocker Bank, Wendy's, Carl's Jr., MacDonalds, American Dairy Association, Ralston Purina	Materials Scholarships Speakers Career awareness Adopt-a-school Funds
Individuals Key Resource People who live in the neighborhood	Pro Athletes, doctors, psychologists, landscape architects	Consultants Speakers
Churches		Meeting Rooms Volunteers Food Coops Counseling
Media Newspapers Radio T.V.	Channel 39 Helicopter Local newspaper coverage of school events	Speakers Advertising school events

WORKSHEET 8 (COMPLETED EXAMPLE)
IDENTIFICATION OF RESOURCES AVAILABLE TO AN INDIVIDUAL SCHOOL

AGENCIES	ADDRESS/CONTACTS	RESOURCES/SERVICES/POTENTIAL USE
Local Government		
La Jolla Town Council	P. O. Box 1101, 454-1444	Speakers, demographic data.
Police Department	Assigned officer, Sam Drew	Safety Patrol, bike rodeo, "Kids on Skids" program, presentation on personal safety to parents and teachers.
Citizen Groups		
League of Women Voters	1012 C Street, 235-8683	Speaker for 6th grade classes at election time.
Search and Rescue/PTA		Hug-a-tree program.
Automobile Club	4971 Clairement Drive, 483-4960	Material presented to each family about safe driving around schools.
Businesses		
Dairy Council	9606 Tierra Grande, 237-7221	"Cows in the Classroom" program.
Individuals		
Ann Marie Haney		Conducts all music programs for school (for past twelve years even though she no longer has kids in elementary school).
Miriam Katzen		Retired teacher who developed remedial reading tutorial program, trains parent volunteers who implement program. Developing a history through art program for upper grades.
Churches		
Torrey Pines Christian Church	8320 La Jolla Scenic N.	Provide rooms for SAT review sessions.

AGENCIES	ADDRESS/CONTACTS	RESOURCES/SERVICES/POTENTIAL USE
Educational		
UCSD		Speakers, e.g., faculty from the medical school on health issues, UCSD writing project.
Scripps Institute of Oceanography	8602 La Jolla Shores Drive	Docent programs.
Salk Institute	10010 Torrey Pines Road N.	
Recreational		
Northwest YMCA	8355 Cliffridge Avenue, 453-3483 Ian Anderson, Director	Gymnastic classes offered for each grade as part of the school P.E. program. Swimming program offered for 1-3 grade pupils. Done on a contribution basis.
Park and Rec.	La Jolla Recreation Center	After school program.
Cultural		
La Jolla Museum of Contemporary Art	700 Prospect St., 454-3541	Docent tours, in class programs offered.
California Ballet Co.		School demonstration on the nature of ballet.
San Diego Symphony, opera		PTA organizes sale of tickets for youth concerts.
Social		
Girl Scouts		Meetings held at the school every Thursday. School choir performed for these two groups, each donated $150 for choir to participate in L.A. contest.
Kiwanis	P.O. Box 81, La Jolla	
La Jolla Women's Club	715 Silverado, 454-2354	
Health		
UCSD Medical School		Classroom presentation on health care and human physiology.
Dental Society	306 Walnut Avenue, 291-4030	Classroom presentation on dental hygiene.
Public Health Department	2440 Grand Avenue, 274-1223	TB screening for all volunteers who work with children.

WORKSHEET 8

Identifying Your Community Resources

AGENCIES	ADDRESS/CONTACTS	RESOURCES/SERVICES/POTENTIAL USE
Educational		
Recreational		
Cultural		
Social Services		
Health		

AGENCIES	ADDRESS/CONTACTS	RESOURCES/SERVICES/POTENTIAL USE
Local Government		
Citizen Groups		
Businesses		
Individuals		
Churches		
Media		

108

109

If your list of resources comes up short whether you use the alphabetical or topic heading approach, don't despair. There are several other ways you can find out about the resources which might be available in your community.

1. Prepare a feature story for the newspaper on your search. Resources will contact you!
2. Contact the city or county government information centers.
3. Look in newspaper files for articles about service projects, club meetings and awards.
4. Call on community leaders knowledgeable about service providing agencies, organizations and people.
5. Collect resource directories and flyers prepared for various organizations' membership or clients (e.g., Newcomer's Club directories, real estate brochures on your community, Volunteer Bureau, Voluntary Action Center Information and Referral Service, etc.).
6. Collect annual reports and newsletters to see what other contacts were made by agencies you already know.
7. Look in the Yellow Pages!

This list may sound like a lot of work! But remember, the purpose is to find one or more resources in your community which will help you to better meet the needs of your pupils. Part of one council meeting to brainstorm a list, with a little follow-up research work by individuals can help your council go a long way in building a resource file. Once a file is started, adding resources to the file will be easy.

Several individual schools in a community may wish to join forces to establish a community-wide resource file which all can use. One community has established an area-wide speakers bureau (See Saddleback Volunteer Network, Chapter 7).

Two worksheets are provided to assist the school council in compiling information on community resources to include in a resource file. One, Worksheet 9, The Community Resource Inventory Card (which can be duplicated on card stock), can be used to identify resources which can be brought to the school. Worksheet 10, The Community Resource Chart, is another way of displaying the same information on an 8 and a 1/2 by 11 sheet rather than on a file card. Worksheet 11, Field Trip Resource Sheet, focuses on identifying resources in the community which students can visit.

Completing Worksheet 9 or 10 on those resources identified which seem most likely to meet school needs will turn the council's brainstormed list into a working community resource file. The resources can be easily cross-referenced by completing two cards on each agency, organization or business; one set is filed alphabetically, the other by topic heading or services offered. The last question on the inventory card or chart should not be overlooked. The sharing of resources should be a two-way street. For example, schools can assist organizations by announcing their services and programs to the community through the school newsletter.

The completion of several Field Trip Resource Sheets, Worksheet 11, can be of great benefit to classroom teachers who wish to include community field trips as part of their curriculum.

WORKSHEET 9

Community Resource Inventory Card

Name of Resource: Address:

Contact Person: Phone:

Facility Location (proximity to school):

Services Offered:

Program Hours: Age Groups Served:

Willing to Sponsor Cooperative Program with School:

Able to Bring Services to School Site:

Classroom Speakers or Assemblies:

Materials for Classroom Use:

Costs to School:

Ways Schools May be of Service to Agency:

COMMUNITY RESOURCE INVENTORY CARD

Name of Resource: Address:

Contact Person: Phone:

Facility Location (proximity to school):

Services Offered:

Program Hours: Age Groups Served:

Willing to Sponsor Cooperative Program with School:

Able to Bring Services to School Site:

Classroom Speakers or Assemblies:

Materials for Classroom Use:

Costs to School:

Ways School May be of Service to the Agency:

WORKSHEET 10

Community Service Inventory Chart
Agency/Organization/Business

Resource Name:

Contact Person:

Address/Phone:

Facility Location:
(proximity to school):

Services Offered:

Program Hours:

Age Groups Served:

Willing to Sponsor Cooperative Programs with School:

Able to Bring Services to School Site:

Classroom Speakers or Assemblies:

Materials for Classroom Use:

Costs to School:

Ways School may be of Service to Agency:

WORKSHEET 11

Field Trip Resource Worksheet

I. Pertinent Data
  A. Name of resource:
  B. Address:
  C. Phone:
  D. Person to contact:
  E. Date:

II. Instructions
  A. Amount of advance notice needed:
  B. Preferred time of visit:
    1. Time of year:
    2. Time of week:
    3. Time of day:
  C. Visit requirements
    1. Size of group:
    2. Age or grade level:
    3. Student/adult ratio:
  D. Miscellaneous
    1. Length of time required for visit:
    2. Safety precautions:
    3. Parking area:
    4. Lunch facilities:

III. A. Activities to be observed:
  B. Are guides available?

IV. A. Subject areas related to field trip:
  B. Teaching materials available for classroom use:
    1. Filmstrips:
    2. Movies
    3. Publications
  C. Resources, personnel for visiting school:

V. Evaluation
  A. Contribution trip made to classroom instructional program:
  B. Overall evaluation of field trip:

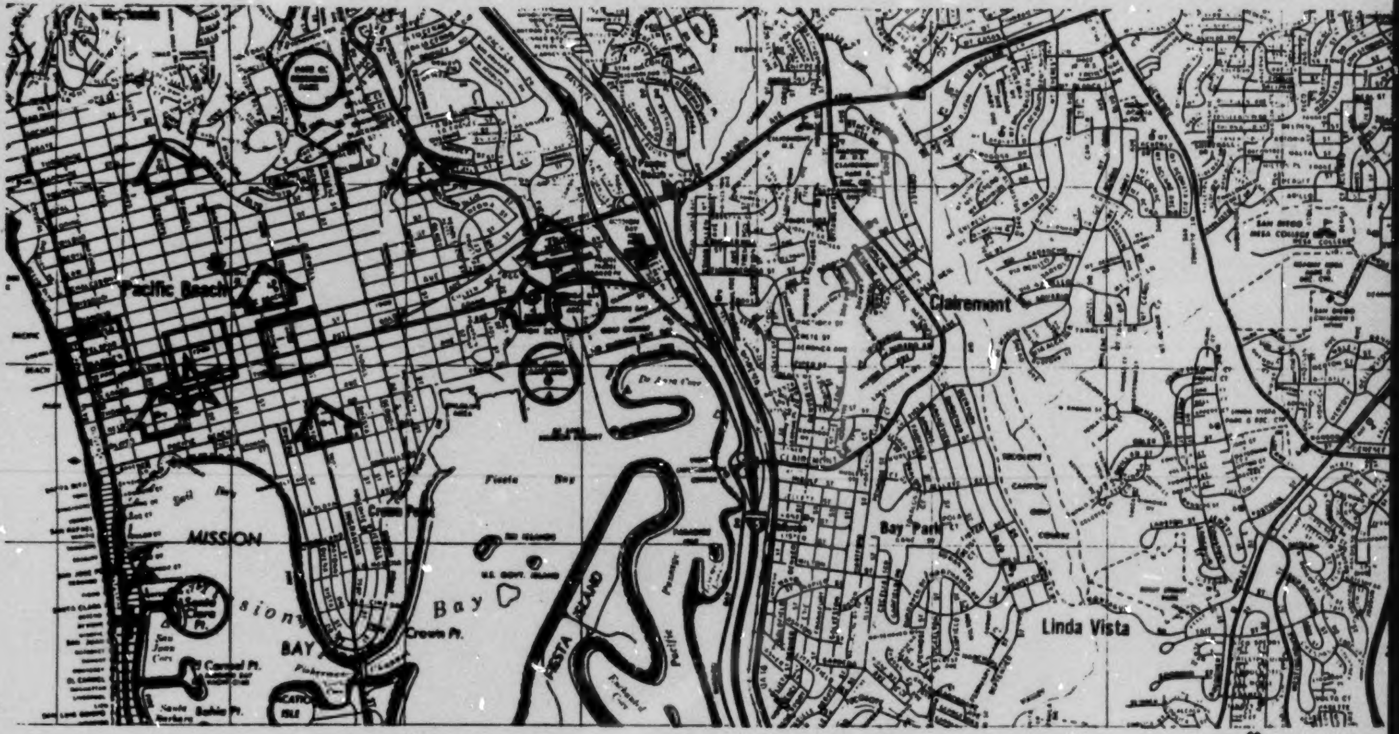
Excellent   Very good

Fair   Bad

Locating Community Resources on a Map

Visual aids can be an important tool in reminding council members not to overlook community resources when looking for solutions to school needs. A good 6th grade or social studies class project would be to develop a community resources map such as is shown in Figure 1. In creating the map, the students will learn first hand about their community and at the same time assist the school council. A simple schematic map could be drawn by students, reflecting either the elementary or secondary school boundaries; or a map could be secured from the school district planning office and the community services and facilities located on it.

Map of Community Services


Pacific Beach
MISSION
BAY
Mission Bay
Clairemont
Bay Park
Linda Vista
Fiesta Island
Crown Pt.
Pacific

⌂ Schools

✱ Library

✚ Health services

□ Shops

☆ Police/fire

○ Parks/recreation

BEST COPY AVAILABLE

Recruiting Volunteers

Parent and community volunteers are very important resources to tap. Volunteer time should be used properly and in a rewarding manner for both the volunteer and the school.

The Volunteer Interest Finder, Worksheet 12, can be used to identify the skills of individuals in the community willing to volunteer. Schools, especially SI schools with active parent volunteer programs, may already be using a parent interest form. But schools may also want to identify the skills and interests of community members, especially seniors, who might be willing to give time to the school. Forms could be distributed to local community groups such as Lions, Kiwanis, Elks, Women's Clubs, Senior Citizen Clubs or Centers, Adult Education classes, and the public library. A group of schools may be able to convince the community newspaper to run an announcement of the volunteer opportunities, a copy of the Volunteer Interest Finder and a weekly volunteer opportunities column, e.g., Wanted Carpenter, Rose School.

Defining Volunteer Jobs

Once volunteers have been recruited, it is important to be sure they are contacted and placed. Specific volunteer jobs should be defined. If this is done, the interests, skills, and qualifications of the volunteers can be matched with the jobs to be done. Worksheet 13, Job Description, will help schools clearly define what is expected of the volunteer. Job descriptions should be developed for all important, on-going volunteer jobs (e.g., classroom volunteer, library or media center, after school program coordinator, field trip supervisor, room person, etc.). Using a job description form can help school staff focus on how volunteers can best assist the school in meeting identified student needs. Job description forms can also be written for PTA board or SSC members to help them understand their roles and responsibilities.

The Volunteer Agreement, Worksheet 14, is designed to insure that both school staff and the volunteer understand the commitment they are making to each other. This worksheet provides a record for both the volunteer and the school of the tasks and time commitment agreed upon by the volunteer. By completing this simple form the volunteer also has a personal record of what she/he has contributed and any training received. The worksheet can be useful in completing any job application if the volunteer decides to seek a paid position or a promotion.

WORKSHEET 12

Volunteer Interest Finder

Name________________________________ Date______________

Address_____________________________________

Telephone Home______________________________

Business____________________________

CHECK ALL AREAS WHICH INTEREST YOU

I would enjoy helping by:

- ____ Listening to children read
- ____ Reading to children
- ____ Working with small P.E. groups
- ____ Working with English as a Second Language students
- ____ Going on field trips
- ____ Working with small groups in reading, math, etc.
- ____ Working one to one on basic skills
- ____ Typing, checking papers, dittos
- ____ Making instructional materials at home from models and patterns
- ____ Assisting in Library or Media Center
- ____ Other (please specify)

I can offer assistance in these special interest areas:

- ____ Cooking
- ____ Music (vocal or instrumental)
- ____ Science experiments
- ____ Arts and crafts
- ____ Sewing/stitchery/weaving
- ____ Creative dramatics
- ____ Painting and drawing
- ____ Sharing my hobbies by demonstration or talk
- ____ Sharing my job by demonstration or talk
- ____ Other (please specify)

I prefer to work in the _____ primary grades (1-3) _____ upper grades (4-6)

I prefer to work in my child's classroom(s)._____ I prefer to work at home._____

The following time(s) are best for me to help. (Circle your preference)

Mornings	Monday	Tuesday	Wednesday	Thursday	Friday
Afternoon	Monday	Tuesday	Wednesday	Thursday	Friday

WORKSHEET 13

Job Description

(Completed Example)
Classroom Volunteer

MAJOR RESPONSIBILITIES:

1. Work with children on a one-to-one basis or in small groups.
2. Work with children on reading, math, language arts, social studies or science depending on the interest and skill area of the volunteer.
3. Tasks could include drilling on math or spelling, assisting in writing, listening to students read, taking children to media or library center, correcting papers, preparing classroom materials, or carrying out specific instructions given by the teacher and agreed upon by the volunteer.

QUALIFICATIONS AND REQUIREMENTS:

1. Enjoy working with children.
2. Attend one orientation session for classroom volunteers given at the beginning of each semester.
3. Attend training sessions on particular skill areas needed to work in the classroom (e.g., math or reading tutoring skills).
4. Notify school if unable to come on assigned day.
5. Fulfill agreed upon responsibilities to best of ability.

BENEFITS TO SCHOOL AND VOLUNTEER

1. Provides more individual and adult attention to children.
2. Assist teacher in achieving learning goals for the year.
3. Provides volunteer with meaningful and important involvement.
4. Demonstrates value of school-community cooperation.

JOB CONSTRAINTS:

1. Respect confidentiality, refrain from discussing individual children outside the classroom.

WORKSHEET 13

Job Description

(Job Title)

MAJOR RESPONSIBILITIES:

QUALIFICATIONS AND REQUIREMENTS:

BENEFITS TO SCHOOL AND VOLUNTEER:

JOB CONSTRAINTS:

WORKSHEET 14

Volunteer Agreement

To be completed together by school representative and volunteer.

NAME: ______________________________

ADDRESS: ______________________________

PHONE: ______________________________

1. I will agree to perform the following task(s):

2. I will work at the times agreed upon:

3. If I am unable to meet my obligation I will notify the school office.

   Contact person: ______________________

   Phone: ______________________

4. It is my understanding that the school agrees to provide the following orientation, training or support if needed to carry out the agreed upon tasks:

5. I agree to complete a self-evaluation form or discuss my perceptions of the value of my volunteer effort if asked.

Volunteer signature ______________________ Date ________________

School representative______________________ Date ________________

WORKSHEET 14

Volunteer Agreement

(Completed Example)

To be completed together by school representative and volunteer.

NAME: Larry Greene
ADDRESS: 805 Gardenview
PHONE: 555-1212

1. I will agree to perform the following task(s): tutor 6 third graders in Jean Eliot's class in reading and spelling skills.

2. I will work at the times agreed upon: Mondays, 9:00 to 10:00 a.m.

3. If I am unable to meet my obligation I will notify the school office: Sally Jones, phone: 555-0123.

4. It is my understanding that the school agrees to provide the following orientation, training or support if needed to carry out the agreed upon tasks. Orientation to classroom volunteering to be held 9/28/83, from 9-11 a.m. and a two hour session on tips for tutoring reading and spelling, to be held 10/5/83. Sally Jones and Jean Eliot agree to provide support and will answer questions when necessary.

5. I agree to complete a self-evaluation form or discuss my perceptions of the value of my volunteer effort if asked.

Volunteer signature ______________________ Date ____________

School representative signature ______________ Date ____________

CHAPTER 6 RESOURCES

IDENTIFYING AND USING COMMUNITY RESOURCES

Chafee, John, Jr. Business-School Partnerships: A Plus for Kids. Arlington, Virginia: National School Public Relations Assoc., 1980. This book discusses various ways businesses are involved with schools, what kind of understanding is needed for effective partnerships to develop, and what are the payoffs for all involved, but especially for kids.

Childs, Leigh. Senior Mentors: An Untapped Resource. Del Mar, CA: Del Mar Union School District, 1982. A step-by-step guide on how to develop an elementary school tutoring program using senior volunteers.

Chrispeels, J. and J. Carney. "Final Report -- Community Education Internship Program." San Diego: County Department of Education Community Education Center, July 26, 1982. The report discusses the results of a survey of San Diego County schools with the School Improvement Program to determine which community resources were being used by schools. The report also contains worksheets designed to help schools identify their resources.

Community Schools: The Auckland Experience. Auckland, New Zealand: The Auckland Schools Community Working Committee, 1977. This book reports on the experiences of Auckland, New Zealand in attempting to build a system of community schools. It describes in detail the various models which have been instituted. Of particular interest is the design of a community learning center where the school is fully integrated into the community.

Education For All The People: A Grassroots Primer. Ron Walker and Jane de de Groot, eds. Boston: Institute for Responsive Education, 1979. An encyclopedic guide to educational issues today. The book pinpoints national organizations and federal programs which assist grassroots organizations working to improve schools. Issues such as school financing, legal rights, desegregation, bilingual and special education are also covered. Topics such as affirmative action, accountability minimum competencies and vouchers are discussed. Practical "how to" information of fund raising, and examples of successful grass-roots groups complete this catalog.

Experience-Based Learning. How to Make the Community Your Classroom. Portland, Oregon: Northwest Regional Educational Laboratory, 1981. This book describes what experience-based learning means to high school students, and gives techniques and steps to follow in developing such a program. There are also good pointers for how to identify community resources and how to get community and business involvement in schools.

Getting Together: A Community Involvement Workbook. Raleigh, North Carolina: The Governor's Office of Citizen Affairs. This workbook is designed for the citizen of North Carolina interested in working together to solve community problems. But this book is useful for any community wishing to develop a similar model of community participation. Some of the sections covered are: building a skills bank, writing job descriptions for volunteers, identifying community resources, developing a board of directors, budgeting, etc.

Hager, Donna L. and Others. Community Involvement for Classroom Teachers. Charlottesville, Virginia: Mid-Atlantic Center for Community Education, July 1977. Both the rationale for teacher involvement in the community and practical steps to follow to become involved are presented in this booklet. Topics covered are: volunteers in the classroom, utilizing community resources in and out of the classroom, home visitations, and the imperative need for home/school/community collaboration.

A Process Model for Community Problem Solving. Muncie, Indiana: Institute for Community Education Development, Ball State University, 1979. This booklet outlines a process for interagency collaboration in problem-solving. In a clear and concise manner it traces how a community can tackle the problem of vandalism. If a community has not engaged in this type of process before, this booklet would be very helpful.

Rauner, Judy. Helping People Volunteer. San Diego: Marlborough Publications, 1980. An excellent workbook for any school or community wishing to develop or improve their volunteer program. It covers all the essentials needed to build a successful program.

Schoney, Donna H. and D. Galbreath. Utilizing Community Resources in the Classroom: An Inservice Reference Collection. Richmond: University of Virginia, Mid-Atlantic Center for Community Education, 1982. A useful book for a school council or for teachers wishing to expand the use of community resources in the classroom.

A Guide to Needs Assessment in Community Education. Washington: U. S. Department of Education, 1976.

Wurman, Richard Saul, Ed. Yellow Pages of Learning Resources. Cambridge: MIT Press, 1972. If you lack imagination on how to identify the resources in your community, this is the book for you. The book not only identifies the resources found in a typical community, but tells what can be learned by students from visiting them or bringing them into the classroom.

7

MODEL SCHOOL PROGRAMS: WAYS TO MEET COMMUNITY NEEDS

PEOPLE'S PARK

with permission from
Community Congress of San Diego

This chapter focuses on model programs which have successfully utilized community resources to enrich their school programs. These models also demonstrate how school resources can be used to meet the needs of the community. The models presented are drawn primarily from Santa Barbara and San Diego county schools. The ideas presented may help you think of similar ways your school and community can work together to meet your community's unique needs.

The format in which the models are presented can serve as a guide in developing your own model programs. Answering the questions of how the program can be initiated, what services or activities will be offered, who will be responsible for running the program, how will the program be funded, who will be involved and how will it be evaluated, all lead to good program planning.

Title: Children's Creative Project - Partners in the Arts
Organization: The Center for Community Education and Citizen Participation
Address: 522 North Salsipuedes St., Santa Barbara, CA 93103
Phone: (805) 963-8654

I. How did the project get started?

The program began in 1973 when an artist, Felicity Harley, discovered that fine arts programs were almost non-existent in elementary schools, especially those serving minority children. In the beginning a small group of artists was recruited by Ms. Harley to volunteer their time and talents after school to children in local Santa Barbara schools. Eventually, they applied for non-profit status through the cooperation of the Center for Community Education and Citizen Participation, and received small grants for the continuance of the Children's Creative Project. A small salary is paid to the artists for their time.

II. What type of services and activities are offered?

In the beginning the program offered courses after school only for two hours, five days a week at two schools. The art classes included weaving, stained glass, woodworking, sculpture, ceramics, drawing and dance. One hundred elementary school students participated in this after school program. By 1979, twenty five artists were employed to work with over a thousand children. Painting, batik, drama and gardening were added to the curriculum. It took four years to get artists in the classroom, but with the cooperation of school administrators in Santa Barbara City Schools, the project moved into the classroom to provide art classes during school hours. Presently 1,800 children are served. Project artists are available to all elementary schools throughout the city.

III. Who is responsible for running the program?

The program is run in partnership with the Santa Barbara City Recreation Department, City Schools, County Schools and the California Youth Authority. This interagency cooperation is instrumental in the project's success. The artists are paid through the various grants and private donations. A paid director oversees the administrative details of the project.

IV. How is the project funded?

The non-profit status of the Children's Creative Project enables the project to be funded by various government and private foundations such as the National Endowment for the Arts, California Arts Council, City of Santa Barbara, the Alice Tweed Tuohy Foundation and others.

V. Who is involved and how are they involved?

Artists, students, teachers, school and agency officials are actively involved in the success of the project.

VI. Who evaluates the program?

The program is evaluated by the students, teachers, artists and agency people involved in the program.

Title: Rancho Vejar
Organization: Santa Barbara County Schools, Center for Community Education and Citizen Participation
Address: 522 No. Salsipuedes St. Santa Barbara, CA 93103
Phone: (805) 963-8654

I. How did the program get started?

The program began as an answer to student and teachers' desires for a garden to actively work in. With the vision of teacher John Smith "the garden" developed into an outdoor farm school, called Rancho Vejar. The project received the backing and support of the Santa Barbara Center for Community Education and Citizen Participation.

II. What services and activities are offered?

Rancho Vejar provides an alternative educational and guidance program which serves the needs of Santa Barbara County students who have experienced academic or social adjustment problems. The program offers the students a hands-on approach to raising plants and animals for food. Students have a variety of experiences at Rancho Vejar and learn to care for the orchard, gardens and livestock. They also cooperate in the design and construction of farm buildings.

III. Who is responsible for running the program?

The program is run under the direction of two certificated teachers and trained adult supervisors. The Santa Barbara Community Education Center provides the non-profit umbrella under which the program is maintained.

IV. How is the project funded?

The project is funded in part from the California State Department of Education, Santa Barbara City Revenue Sharing, the Santa Barbara County Youth Service System and from a variety of tax-deductible private contributions and small foundation grants. The sale of livestock and produce, and the boarding of horses account for about 10% of the Rancho Vejar budget.

V. Who is involved and how are they involved?

About 80 students in grades 3 through 6 come once a week throughout the school year to spend three hours at Rancho Vejar. The certificated teachers also provide outreach services to the students' homes and referring classrooms. Adult supervisors are part of the school staff.

VI. Who evaluates the program?

The program is monitored by the funding agencies. It is also evaluated by the personnel of Rancho Vejar and the sending schools. The measures of success are the personal growth and development of the participating students and a decline in their classroom misbehavior.

Title: La Escuela de La Familia
Organization: Vista Unified School District
Address: 1234 Arcadia Avenue, Vista, CA 92083
Phone: (619) 758-7172

I. How did the program get started?

The program started in a local Catholic Church. Weekend classes were offered to 25 farm workers who wanted to learn English. The Vista Escuela is now operated by the Vista Unified School District and provides a cultural center for the Hispanic Community where parents and children learn English and other skills together.

II. What type of services and activities are offered?

In addition to offering English-as-a-second language classes, the school program has expanded to include classes in reading (using the Right to Read Program), math, arts and crafts, citizenship, child development, general health and sports programs. Approximately 28 teachers and volunteers staff the school. Family and individual counseling, career counseling, and social and medical services are provided by about 30 human care organizations. The project exemplifies interagency cooperation.

III. Who is responsible for running the program?

The program is run through the Vista Unified School District with its summer program coordinated with the district's migrant education program. A community school director, employed by the district, has administrative responsibility for the program.

IV. How is the project funded?

The project is partically funded by the school district, adult education and school fund raisers.

V. Who is involved and how are they involved?

La Escuela's advisory council which is composed of the principal, community school director, La Escuela students and community members help to formulate the school's curriculum and goals. The Vista Unified School District's Board of Trustees is a helpful supporter of the program.

VI. Who evaluates the program?

The program is evaluated by the Vista Unified School District and the La Escuela's Advisory Council.

Title: Latch-key: Before and After School Supervision
School: Bancroft Community School
Address: 8805 Tyler St., Spring Valley, CA 92077
Phone: (619) 460-4111

I. How did the project get started?

The Latch Key program, launched in 1979, was designed to meet the need for child supervision before and after school, which had been identified by the community needs assessment process. It was started as a pilot with 15 children for six weeks. Parents and the community school specialist were instrumental in developing guidelines, planning and implementing the program. After the initial pilot program proved successful, the program was expanded and now serves 90 K-6 grade students.

II. What types of services and activities are offered?

The Latch Key program provides services from 6:30 a.m. to 6:00 p.m. The afternoon activities include sports, crafts, and a homework period. A nutritional snack is offered.

III. Who is responsible for running the program?

The program is supervised by the community school specialist. Initial agencies provided CETA persons to staff the program. Now the program is self-supporting and trains and utilizes high school and college age students to supervise the children.

IV. How is the project funded?

The Latch Key program supports itself by charging parents $18 per week for the first child and $10 for each additional child in the family. This weekly fee is the same regardless of how many hours or days per week the child is supervised at the school. The collected fees are deposited in the La Mesa/Spring Valley School District Community Schools Account. These fees provide the salary for two months of the year for the Community School Specialist, total salaries for six parttime employees and all other expenses of the Latch Key program. The 1981-82 program generated a small reserve of funds that is being used to develop other programs to meet identified needs of the community.

V. Who is involved and how are they involved?

Parents make the decision to enroll their children in the Latch Key program. The school provides the staff and facilities for the implementation; the program serves the children.

VI. Who evaluates the program?

Parents and staff are involved in evaluating the program. The Community School Council provides overall guidance and supervision for the program.

Title: Silver Threads: Student Outreach Program to Seniors
School: Bancroft Community School
Address: 8805 Tyler Street, Spring Valley, CA 92077
Phone: (619) 460-4111

I. How did the program get started?

The program was conceived by the Community School Specialist as a way for students to become aware of the needs of the elderly of their community. The needs of senior citizens were identified by the Community Needs Assessment. The idea was presented to and approved by the Bancroft Community School Council. The program started as a pilot with a few students from just one upper grade classroom. Now students from all 4-6 grade classes participate.

II. What type of services and activities are offered?

The activities of the Silver Threads program involve taking six upper grade students to two local convalescent homes on a regular schedule every week. Each group of students makes four weekly visits. Students are prepared for the visits by learning about the aging process. Once at the home, students are involved in visiting, writing letters, reading stories, and participating in crafts with the elderly. Students are encouraged to share their hobbies, crafts and interests with the seniors.

III. Who is responsible for running the program?

Students are taken by car to the convalescent homes. Students leave school one half hour before dismissal (during their PE period) and give one half hour of their own after school time for the visit.

IV. How is the project funded?

There is no cost involved in this program as the time and effort involved is a volunteer effort of the students and adults.

V. Who is involved and how are they involved?

The students volunteer to visit the convalescent homes. The classroom teachers support the effort. The elderly have the benefit of the visits. Some lasting relationships have developed between students, their families and the elderly with visitations occurring after the school sponsored trips have ended.

VI. Who evaluates the program?

The program is informally evaluated by the teachers, students and the elderly as to tbeir personal satisfaction from being involved in the program.

Title: Student Counseling
School: Bancroft Community School
Address: 8805 Tyler St., Spring Valley, CA 92077
Phone: (619) 460-4111

I. How did the project get started?

The project began as a result of an assessed school need for counseling services for students. The community school specialist went to a local counseling agency and requested counseling services with the school providing on-site facilties for the counselors.

II. What type of services and activities are offered?

Counseling services are available twenty hours a week for students who have been recommended for the program by the Child Study Team which is composed of teachers, principal, school psychologist, speech therapist and resource teacher.

III. Who is responsible for running the program?

The program is run by the social workers who use a 6-week counseling course developed as a Title IV C project in Napa Valley, CA. Every six weeks thirty children have the opportunity to go through the counseling sessions which focus on self-awareness, relating to other people and how to deal with problems. Some crisis intervention is done by the counselors, if necessary.

IV. How is the program funded?

The funding comes from several self-generating school funds such as Latch-Key, fees for adult classes and Title IV C money which covers the required in-service and materials ordered from Napa Valley School District. The two social service agencies involved in the counseling program are paid $2500 each for the school year.

V. Who is involved and how are they involved?

The students, school staff, Child Study Team, social workers, and parents are involved in the program. The students participate in the counseling sessions after being referred to the program by the classroom teachers and the Child Study Team. Parents of the students enrolled in the program are strongly encouraged to attend Positive Parenting classes held at the school during the evening hours. The parent classes use materials corresponding to the materials used with their children.

VI. Who evaluates the program?

Parents, teachers and counselors complete evaluation forms on the counseling program.

Title: "Adopt-a-Grandparent"
School: Harborside Elementary
Address: 681 Naples St., Chula Vista, CA
Phone: (619) 422-8369

I. How did the project get started?

The Adopt-a-Grandparent project was initiated in February 1976 by Jim Groth, Harborside's community school specialist. It was started to promote intergenerational understanding and activities. Students involved in the program adopt grandparents who share common experiences with them throughout the year. The grandparents volunteer their time for this program.

II. What type of services and activities are offered?

Twice a month 30 classroom students and 30 senior citizens participate in field trips, class activities or listen to speakers.

III. Who is responsible for running the program?

The project is directed by Andrea Glasser, the school's participating classroom teacher, and Jim Groth, the community school specialist.

IV. How is the project funded?

The project is funded through a San Diego County Department of Education mini-grant, Chapter I and SIP monies.

V. Who is involved and how are they involved?

Thirty senior citizens and thirty classroom students participate in the program. Parents are involved in pot lucks which the students and grandparents prepare.

VI. Who evaluates the program?

The seniors and parents fill out written evaluations. The teacher and community school specialist also evaluate the program.

Title: Lauderbach Community School - a Model SI/CE Merger
School: Lauderbach Community School
Address: 390 Palomar St., Chula Vista, CA 92011
Phone: (619) 422-1127

I. How did the program get started?

Lauderbach was given the title "community school" in 1973, the first school in San Diego County to be so designated. The school is located in an area where services to the community are sparse and fragmented. The community school has helped to consolidate support services, provide recreational and cultural activities and develop a sense of community. After passage of Proposition 13, the Chula Vista School District cut general fund expenditures for the district's community education program. However, the four schools in the district with community school programs were urged to support the program with SIP funding. In July 1979, Lauderbach Community School program was adopted by the School Site Council and was included in the School Improvement budget.

II. What type of services and activities are offered?

The program provides for basic skills and enrichment activities during the intersession period for this year-round school, cooperative programs with the school's guidance staff, programs that help to support greater participation in educational activities by parents, seniors and young adults, after school recreational programs, and evening workshops for parents on specific educational topics. The parent clinics or workshops have been very successful with an average of 40 - 60 parents participating in each session. The topics covered include drug abuse, sexual abuse of children, nutrition, positive parenting, help with tutoring students at home, etc. The evening workshops are conducted by teachers, school psychologist, or other volunteer community resource people. Child care is always provided at all Lauderbach activities including when parents volunteer in the classroom. The provision of child care contributes significantly to the high participation rate.

III. Who is responsible for running the program?

The program is run under the direction of a community school specialist with the school principal as overall administrator. The School Site Council, which has non-parent members as well as parents and school staff, serves as a coordinating and umbrella council for all the school's many activities and programs. The Community School Advisory Council, the Bilingual Committee, the PTA, and the Student Council all share an interest in the community education component of the School Improvement Plan which has been written to reflect the activities of all the groups. The "Success Committee" (a learning screening committee) composed of a teacher, the SIP coordinator, the bilingual resource teacher, psychologist, principal and community school specialist, helps to determine the best learning program for any student experiencing difficulty. If necessary the school forms a partnership with outside social service agencies to secure the best help available for students.

IV. How is the program funded?

The community school specialist's salary is funded by School Improvement monies, as is the salary of an aide who assists with the after school program. Some child care also is included in the SI budget. The community education programs themselves are generally self-supporting or are covered by school fund raisers, such as community movie nights, ice cream sales, package fund raisers, parent contributions, T-shirt sales, donations by service clubs (Kiwanis), etc.

V. Who is involved and how are they involved?

All the above mentioned councils and committees are involved in the program and help to determine the goals and objectives of the program. Many community members, including parents, seniors and young adults, volunteer their time to work with the school's students.

VI. Who evaluates the program?

The program is evaluated by the Community School Council with the School Site Council conducting the formal evaluation as part of the SI review process. School District and SI Consortium evaluations have also been conducted of the program.

Title: Children's Creative Workshops
Organization:
Address: P.O. Box 2347 - Del Mar, CA 92014
Phone:

I. How did the program get started?

CCW was started in the early 1960's in order to provide weekend enrichment classes. After several years of inactivity it was again started by a group of parents in answer to a need for summer enrichment classes. (This was at the time of the first severe funding cuts in public school programs).

II. What types of services and activities are offered?

CCW provides two two-week sessions of enrichment classes during the summer. An after school Spanish language program and a before school instrumental music program, are now offered during the school year.

III. Who is responsible for running the program?

The program is run by a board of 10-11 volunteer parents.

IV. How is the project funded?

The program is funded by the parents of those children taking the classes. CCW has incorporated as a private, non-profit corporation.

V. Who is involved and how are they involved?

About 400 students are involved in taking the classes, 20-30 teachers are hired for the various classes, and 10-11 volunteer parents make up the board who interview teachers, choose classes, set up registration, etc.

VI. Who evaluates the program?

At the end of each summer session and during the school year the program is evaluated by the board, the parents, and most importantly, by the children themselves.

Title: Volunteer Network of Saddleback Valley
School: Saddleback Valley Unified Schools Office
Address: 5631 Diseno Drive, Mission Viejo, CA 92691
Phone: (714) 859-7728

I. How did the project get started?

The Volunteer Network was formed in February 1982 by Laurie Smith and Joanna Herbert and other community leaders who got together to discuss how volunteers could best be channeled into constructive support for local schools. Smith had worked with a similar system in Northbrook, Illinois. The Board of Education fully supports the project. The Network gathers names of local citizens willing to volunteer time and talents to schools. These volunteers are matched with teacher requests for special lessons or demonstrations. Trained coordinators at each school process teacher requests.

II. What types of volunteer services and activities are offered?

The Volunteer Network provides services to schools in the Saddleback Valley Unified School District as well as to private schools in the area. Each participating school is required to have at least one volunteer coordinator who is trained by the Network. A teacher desiring a lecturer, demonstration, presentation or other task contacts the school's coordinator(s) who in turn contacts the Network Office which recruits community volunteers and serves as the clearinghouse to receive names of interested volunteers and match them to the requests for services.

III. Who is responsible for running the program?

The program is supervised by a working Network Board of nine members and an Advisory Community Board of Directors of the non-profit Volunteer Network Organization. (The Network Office is staffed by volunteers.) The Working Board reports periodically to the seven member Board of Directors, which is composed primarily of community leaders from Leisure World, industry, service organizations, an accountant and a lawyer who provide special assistance to the organization when necessary. The volunteer coordinators at each school link the school to the Network.

IV. How is the project funded?

Twelve local corporations donated $100 each and three others donated equipment to get the Network started. The Saddleback Valley Unified School District provides free office space. Parent groups and service clubs are helping to fund the project through $25 donations. Additional funding is being sought from corporations. Network founders would recommend obtaining a larger initial operating budget before a similar project is launched.

V. Who is involved and how are they involved?

In the first six weeks of operation, the Network filled 150 teacher requests for volunteers. Fifty-three school site coordinators have been recruited and trained.

Names of 1,000 potential volunteers have been filed. Over 200 volunteers or potential volunteers have been interviewed and information entered into a cross-referenced file which lists people by name, interest, talents, and areas of expertise. Before being placed in a classroom, each volunteer is interviewed by Network staff. The interview insures a proper match between volunteer and teacher request. The interview also uncovers additional interests and skills which the volunteer might not have initially volunteered. Teachers, students, and volunteers are all benefiting from the interaction.

VI. How is the program evaluated?

Each volunteer presentation is evaluated by the teacher and the coordinator on a standard evaluation form. Special attention is paid to insure that the presentation meets the needs of the intended audience, e.g. would the presentation be more suitable for older or younger students. Each coordinator is responsible for turning in the evaluations and writing a thank you note to the volunteer.

Title: San Diego County Adopt-A-School Program
District: San Diego County Department of Education
Address: 6401 Linda Vista Road, San Diego, CA 92111
Phone: (619) 292-3710

I. How did the program get started?

The San Diego County Adopt-a-School Program was launched in the Spring of 1982 as a way of tapping community resources and building public confidence in schools. Each school district in the county wishing to develop business and school partnerships has assigned a staff person or superintendent's designee to assume the responsibilities of coordinator. District coordinators work with the County coordinator to identify potential business and community groups interested in adopting a school. Approximately 50 schools have been adopted in San Diego County.

II. What types of services and activities are offered?

The services and activities undertaken are as diverse as the businesses and schools participating in the program. The services and activities are based on school needs and are mutually determined by the school and the adopter. It is generally best if there are early opportunities for involvement with kids. Programs can range from encouraging employees to volunteer at the school to providing on-the-job career experiences for high school students. Providing equipment or materials is another way adoptors assist schools. Some teachers have benefitted directly when adopters help them strengthen their math, science and computer programs. Businesses also find there are benefits for them as well.

III. Who is responsible for running the program?

The county and district coordinators play a key role in bringing school and business or community organization together. Once in place, the principal, school council and adoptor work together to develop a mutual plan of action. Usually the plan is written out as a non-binding agreement describing mutual roles and responsibilities. The effectiveness of the program relies on cooperation, commitment, communication and candor by all. Principals are instrumental in welcoming the adoptor, giving a tour of the school facilities, sharing information about the strengths and weaknesses of the school programs and the long term goals of the school.

The County Department of Education has established a steering committee composed of business and education leaders who have the responsibility of guiding and evaluating the Adopt-A-School Program.

IV. How is the project funded?

The county office pays for its coordinator and each school district assumes responsibility for its coordinator. At each school site, the business or community groups generally give time, services or equipment. Monetary donations are not usually a part of the partnership agreement. School staffs contribute time to coordinating activities with their adoptors.

V. Who is involved and how are they involved?

The degree of involvement is generally determined by the adoptor in cooperation with the school and specified in a written agreement. The ideal partnership involves a wide range of employees as well as school staff, students and parents. The benefits to students are improved understanding of businesses and how they work, career awareness, new classroom learning opportunities through involvement of business personnel or donation of materials. Teachers involved benefit from new learning or training opportunities from people in the business-industrial sector and possible new resources for their classroom. Businesses benefit from opportunities to learn first hand the strengths and weaknesses of schools, to give input into school policies, to contribute to the community and improve their own public relations with the community. The lives of business personnel can be enriched by their work with young people.

VI. Who evaluates the program?

Each school decides how it will evaluate its partnership program, often using the written agreement as the basis of evaluation. District coordinators assist schools and businesses in conducting an evaluation. A partnership can be terminated at any time if it proves to be unsatisfactory to either party. The County Steering Committee has developed instruments for assessing the overall impact of the Adopt-A-School Program.

MODEL SCHOOL PROGRAMS

The Link. Vols. III, No. 2 (June-July, 1981) and IV, No. 1 (Winter 1982). San Diego, CA: Center for Community Education. These newsletters describe many of the successful community-school cooperative projects taking place in San Diego County schools.

Report to the Community, 1980 and 1981. Santa Barbara, CA: Center for Community Education and Citizen Participation. These two reports describe in detail the many activities sponsored by the Santa Barbara Center. They can serve as an excellent "idea" book for schools interested in building stronger collaborative relationships with their communities. The Center represents a unique model of an educational institution reaching out to meet the needs of the broader community.

Some Practical Handles: Public Involvement in Education Decision-Making. Vol. I and 2. Joseph M. Rickards, ed. Salt Lake City: Utah State Board of Education, 1979. These two books are packed with descriptions of model programs involving home/school/community/business. If a school council needs some suggestions on how to improve home-school communications, establish a working partnership with a business or learn how to develop a shared governance model they will find it in these two books, plus a whole lot more.

Collins, Carter H., Oliver Moles and Mary Cross. The Home-School Connection. Boston: Institute for Responsive Education, 1982. This book provides an overview and rationale for improved parent-school relations. Many case studies and examples of projects aimed at improving home-school relations are given. A valuable resource book.

8

STAFFING, FUNDING, AND BUDGETING :

HOW TO DO THE MOST WITH THE LEAST

In this chapter we will discuss the staffing needs of school improvement and community education programs. We will explore some of the creative ways schools are finding resources to implement combined school improvement and community education programs and to fund the necessary staff positions. The second part of the chapter will examine resources available for funding school community programs. The final section of this chapter "Dealing with Dollars," discusses the rudiments of budgeting and provides several worksheets to assist councils in developing skills in this area.

Most successful school improvement programs have relied on the help or services of a volunteer coordinator, School Improvement coordinator or resource teacher to insure successful implementation of their school improvement efforts. Schools that have implemented community education programs also have found it essential to rely on support people, such as a community school director, specialist or aide. In recent years, both types of programs have had fewer resources to fund these staff positions. Schools which have merged their School Improvement and community school programs have found ways to stretch further their limited resources. By examining what some schools and districts have done, other schools may be inspired to find their own creative solutions to staffing and funding.

CREATIVE MODELS FOR STAFFING SCHOOL-COMMUNITY OUTREACH PROGRAMS

Bancroft Community School. The community school specialist and the school improvement resource teacher at Bancroft have divided some responsibilities and share others in an effort to maximize the strengths of both school improvement and community education. Through this division of labor, a coordinated and integrated program which meets both school and community needs has been created. The SI resource teacher has responsibility for curriculum development, staff development and budgeting. The community school specialist coordinates leadership training, interagency cooperation and community development. They share responsibility for recruitment and training of volunteers, needs assessment, developing community resources and program monitoring and evaluation. This cooperation is strengthened by having one joint school council with representation from all school groups and the community (See Chapter 4, Effective Councils). At Bancroft, part of the salary of the community school specialist is paid with SI funds, the remainder is covered by fees from school community activities, such as a latch key program.

Chula Vista City Schools. After passage of Proposition 13, the Chula Vista Board of Education realized it was no longer able to support its community education program with General Fund monies, but the board did not want to undermine the four schools with active community school programs. Therefore, it assisted the four schools by adjusting various district and project fund sources to enable the community school specialist positions to be incorporated into each schools' SI budget. This move has brought about a very successful merger of school and community improvement efforts. (See Chapter 7, Model Programs, Lauderbach Community School).

San Diego School-Agency-Business Partnerships. Another approach to securing staff for community outreach programs has been developed in San Diego County under a federal Title VIII project sponsored by the Center for Community Education. This project has assisted four schools in San Diego County to develop partnerships among school, social service agency and business. Each school has been linked with a social service agency located in its area. Together they hired a community liaison person. The liaison person generally divides his/her time between the school and the agency. In Mira Mesa, a subdivision in San Diego City, the specialist is housed in an office provided by a bank. The link with the social service agency is bringing services such as counseling to the school site. All of these schools undertook a community needs assessment. Now that the federal funding has ended, two of the schools have found ways to maintain the staff position through a combination of SIP monies, other small grants, business contributions and a-90 Revenue Sharing funds. The two others are in the process of securing funds.

Fresno Unified School District. Fresno has a district-wide community education program. The school district is divided into six regions to correspond with the six high school attendance areas. There are community education programs at both elementary and secondary school sites. These programs were initiated by the District Advisory Committee and the corresponding six area advisory committees.

The Community Education Leadership classes for senior high school students are an example of the type of program initiated by the District Advisory Committee. These classes not only help to meet an SI objective of providing relevant community based learning experiences for high school students, but also serve the community.

> "Each of the high schools developed a Community Education leadership class for the purpose of using high school students in community services. The intent is to obtain high school students' assistance in carrying out Community Education activities in a variety of areas. The class is composed of senior high students interested in community based field work. Currently, they are assigned to a multitude of assignments with some more notable than others, such as recreation leaders at elementary schools during noon and after school. This approach has helped to solve one of our major concerns in Community Education which is the lack of manpower for elementary sports programs." (Fresno Unified School District Report, May 18, 1982, p. 2).

The six area director positions are funded through the district's "Re-Start" Program, an alternative educational program for former high school drop-outs. The District receives from the State $10 per day per pupil involved in the program. This covers the costs of the required teachers as well as partially funding the salaries of the area directors who carry out the necessary outreach to locate and assist the drop-outs. The remainder of the area directors' salaries are covered by the activity fees.

Creating a Community Aide Position. Many schools with Chapter I, State Compensatory Education and SIP funding have a paid position titled Community Aide. With training these aides could play a more significant role in seeking out and securing community resources for use by the school. As schools become more adept at identifying community resources, they are also likely to find new ways of funding a community aide or liaison position.

If a school does not have a position of community aide, the council may wish to redefine the job of one of the classroom aides. Such reallocation of school support staff would have to be done with the cooperation of the classroom teachers who are convinced that the total program would benefit by this new position. Once an active community outreach program is initiated, the school may be able to fund this position from fund-raising and fees generated by the new programs and activities.

New legislation allows principals to assign additional responsibilities to kindergarten teachers after their actual teaching duties have been completed. One of the responsibilities may be to serve as a community liaison.

A school can seek permission from the local board of education to apply for a waiver under AB 777, the 1982 California school finance bill. This law provides school districts with the opportunity to consolidate a variety of state categorical programs into one coordinated program at the school site (Article 3, Sections 52850-52861). State officials believe that coordinating mandated programs at the local level will provide improved quality of services to children. This provision gives school site councils more flexibility in allocating state categorical funds to match assessed needs in one coordinate plan. When a school looks at its resources as a whole, rather than little pieces tied to a particular program, the council may find it can stretch its categorical dollars further and establish a community liaison position or fund projects which would foster school community relations.

In summary, when schools reach out to involve the community in the school and to use the community's many resources to enrich the school's programs, they will, at least initially, require a part time staff person to handle administrative details and coordination. Schools may be able to acquire the needed staff support simply by redefining the job of an aide already working at the site or by trying to find funds for a new community liaison position. The council plays the key role in deciding which approach is best for its school.

FUNDING SCHOOL AND COMMUNITY PROGRAMS

It is usually easier to find funds for activities and projects than to fund staff positions. The cost of many activities such as Latch-key, recreation programs, adult education interest classes can be covered by the fees charged. Other traditional fund raising activities can be used to secure funds for school and community projects. If the council plans a significant school or community improvement project, it may want to explore the possibility of local foundation funding. As we see in Chapter 7, Model Programs, schools have often used creative combinations of funds from many sources to accomplish their goals.

Tips for Securing Community Resources

Community resources can provide financial assistance to local schools if a few points are kept in mind by the school council.

- Approach community businesses, agencies or foundations with a specific request or project. (For example, "Our elementary school needs a portable stage for the many school assemblies and evening meetings held at our school.")
- Avoid vague, general requests, (e.g., "Our school needs money for our instructional program.")
- Target requests to the businesses, agencies or foundations most likely to contribute. A construction firm may be the appropriate place to start with the request for a portable stage.
- Seek in-kind contributions of time, talent, materials and space from businesses and agencies as well as cash contributions.
- Involve community members actively in school programs and on the school council. Once involved, they are likely to become the school's best spokesperson for tapping other community resources. Because of their up-to-date knowledge of school matters and a vested interest in the welfare of the school, these community members become excellent fund raisers.

with permission from
Flint Community Schools

DEALING WITH DOLLARS: WORKING WITH THE BUDGET

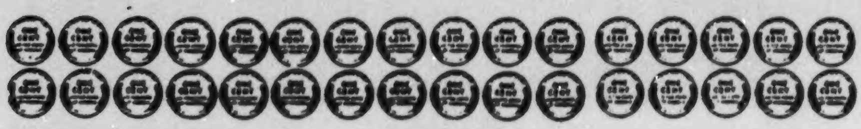
Time, people and money are what councils need to get things done!

Under the California School Improvement Program, each school council receives additional money ($140/K-3 child, $95/4-8, and $65/9-12) from the State to help it accomplish its improvement goals. Establishing the budget is one of the council's important tasks. Council members must learn how to read a budget and play an active role in its development. Not all objectives will require an expenditure of funds, but all expenditures should complement and support school goals and objectives.

Budgets need not be forminable. The council should view the budget as a tool to help it plan for effective use of SI funds. If the council develops some simple budget procedures, it will feel confident about its budget decisions. The steps listed below, the worksheets and charts can assist the council with its budget tasks.

STEP ONE: IDENTIFY ALL CURRENT SOURCES OF INCOME

This step is especially important in multifunded schools. Even if the council does not have jurisdiction over the funds, it is important to know all sources of income. When all sources are known, the council can work with other school groups (PTA, Chapter I, School Advisory Council, Bilingual Committee, Community School Council--see Chapter 4 Effective Councils: Keys to Success for suggestions on how to build cooperation among school groups) to develop a coordinated plan of action. By working together, each group increases the likelihood of accomplishing its goals and students will receive maximum benefit for each dollar spent. Worksheet 15, "Anticipated Revenue Sources," can be used to list your school's sources of income.



WORKSHEET 15

Anticipated Revenue Sources

FUNDING SOURCES

SIP Funds (Net Share)

Chapter I Funds

Gifted and Talented Funds (GATE)

Miller-Unruh Reading Funds

Bilingual Title VII Funds

State Compensatory Education Funds

District Discretionary Funds

PTA (PTO or other parent group) Funds

Fees (Adult Education, Recreation, after school classes)

Latch-key Child Care Fees

Pre-School Fees

Special Grants

Other

IN-KIND CONTRIBUTIONS

Labor (volunteer time)

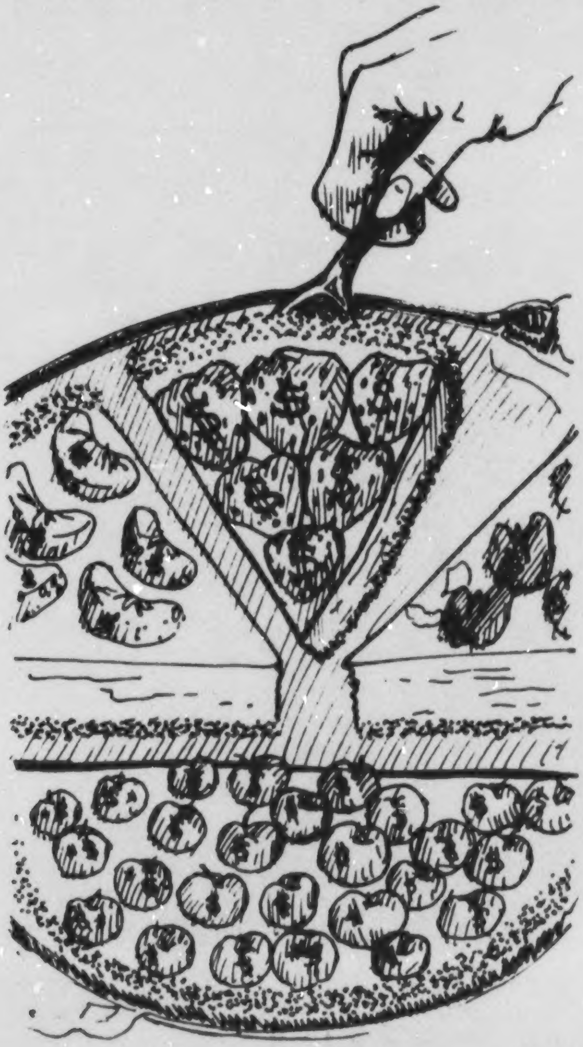
Materials

STEP TWO: FIND OUT HOW MUCH EACH OBJECTIVE WILL COST

This step of anticipating expenditures can be done when the council is writing its SI objectives or as a separate activity after the objectives have been developed. The same task forces established to write the objectives should be responsible for estimating their cost. Worksheet 16, "Budget Planning Sheet for SIP Objectives," shows how a council can build its budget by costing out each objective.

Including budget information as part of the objective pages rather than tucked in the back of the plan, makes school personnel, parents and community members aware of the costs of meeting the plan's objectives. This awareness can assist councils in communicating the need for free and low-cost services and materials which parents and community members may be able to provide. The completed example of Worksheet 16 shows how various funding sources can be considered.

Worksheet 17 provides an alternative budget worksheet which can be used to determine the expenditures required for more elaborate special projects or programs such as Latch-key, counseling center, math lab or senior citizen's room.



WORKSHEET 16

Budget Planning Sheet For SIP Objectives

(Completed Example)

OBJECTIVE	SOLUTION PROCEDURES	WHO	WHEN	COST
Improve writing skills of 4-6 grade students in the areas of paragraph writing, letter writing and expository writing.	Panel presentation for parents on school's writing program.	Teachers, curriculum specialists	October	$15.00/300 flyers.
	Workshop for parents of upper grade students to teach parents how to assist their children in writing assignments.	Classroom teachers	November	$20 for flyers and materials.
	3 workshops for teachers, aides and volunteers to improve teacher skills in teaching writing.	District or outside consultant	October December January	Free or $200 if outside consultant used.
	Provide all upper grade teachers with composition books so students may keep a permanent record of their work.	SIP Coord.	September	$150.
	Publication of selected student writing in each monthly school newsletter.	Teachers, Newsletter editor	Each month	Paper donated by PTA ($10/month).
	Monthly letter writing by students to seniors.	Upper grade	Each month	Stationery donated by local store.
	Aide/Volunteer to assist in reading weekly compositions.	Upper grade teachers	Each week	One hour/week aide time or equivalent volunteer time.

WORKSHEET 16

Budget Planning Sheet For SIP Objectives

OBJECTIVE	SOLUTION PROCEDURES	WHO	WHEN	COST

WORKSHEET 17

Special Project Budget Worksheet
Proposed Expenditures

Staff Compensation
- Professional
- Aides
- Clerical
- Fringe Benefits

Total Staff Compensation

Consultant Fees

Substitute Time

Supplies
- Telephone
- Postage
- Office Supplies
- Instructional Supplies
- Books
- Materials
- Other

Total Supplies

Capital Outlay
- New Equipment
- Replacements

Total Equipment

Transportation
- Mileage
- Field Trips

Total Transportation

Staff Development
- Conference, Meetings
- Staff Training
- Other

Total Staff Development

Insurance

Evaluation

Miscellaneous

Total Anticipated Expenditures

STEP THREE: SET BUDGET PRIORITIES

Once potential costs have been determined for each objective or project, the council needs to set priorities so that proposed expenditures will equal anticipated income. The school council of one San Diego County middle school carefully sets budget priorities by tying its expenditures to its needs assessment and evaluation process.

First, a team of parent, teacher, and student council members visit and observe classrooms in each department to gain a personal perspective of the curriculum, current resources and potential needs. The team reports its findings to the full council.

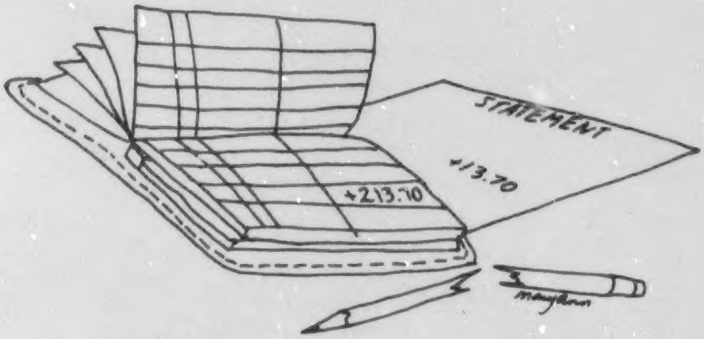
Second, each department chairperson presents a report to the council outlining its needs.

Third, after all departmental reports have been heard, the council reviews their visitations, the department reports, relevant test data and parent and student opinion survey results, if conducted. Priorities are then set based on clearly identified needs.

Fourth, each high ranking need is discussed to determine what resources are required to meet plan objectives and whether SI funds will be needed or if community resources are available.

STEP FOUR: PREPARE A SUMMARY BUDGET SHEET

If a cost figure has been determined for each objective, preparing a budget summary is easy. The numbers are totaled and recorded under the appropriate budget category. Worksheet 18, "Budget Summary Worksheet," can be used by the council in this task. If proposed expenditures exceed anticipated income, then further priority setting or elimination of some objectives will be necessary or alternatively the council can seek additional funding sources.



WORKSHEET 18

Budget Summary Worksheet

Staff Compensation
    Professional
    Aides
    Clerical
    Fringe Benefits

Total Staff Compensation

Consultant Fees

Substitute Time

Supplies
    Telephone
    Postage
    Office Supplies
    Instructional Supplies
    Materials
    Books
    Printing
    Other

Total Supplies

Capital Outlay
    New Equipment
    Replacements

Total Equipment

Transportation
    Mileage
    Field Trips

Total Transportation

Staff Development
    Conference, Meetings
    Staff Training
    Other

Total Staff Development

Insurance

Evaluation

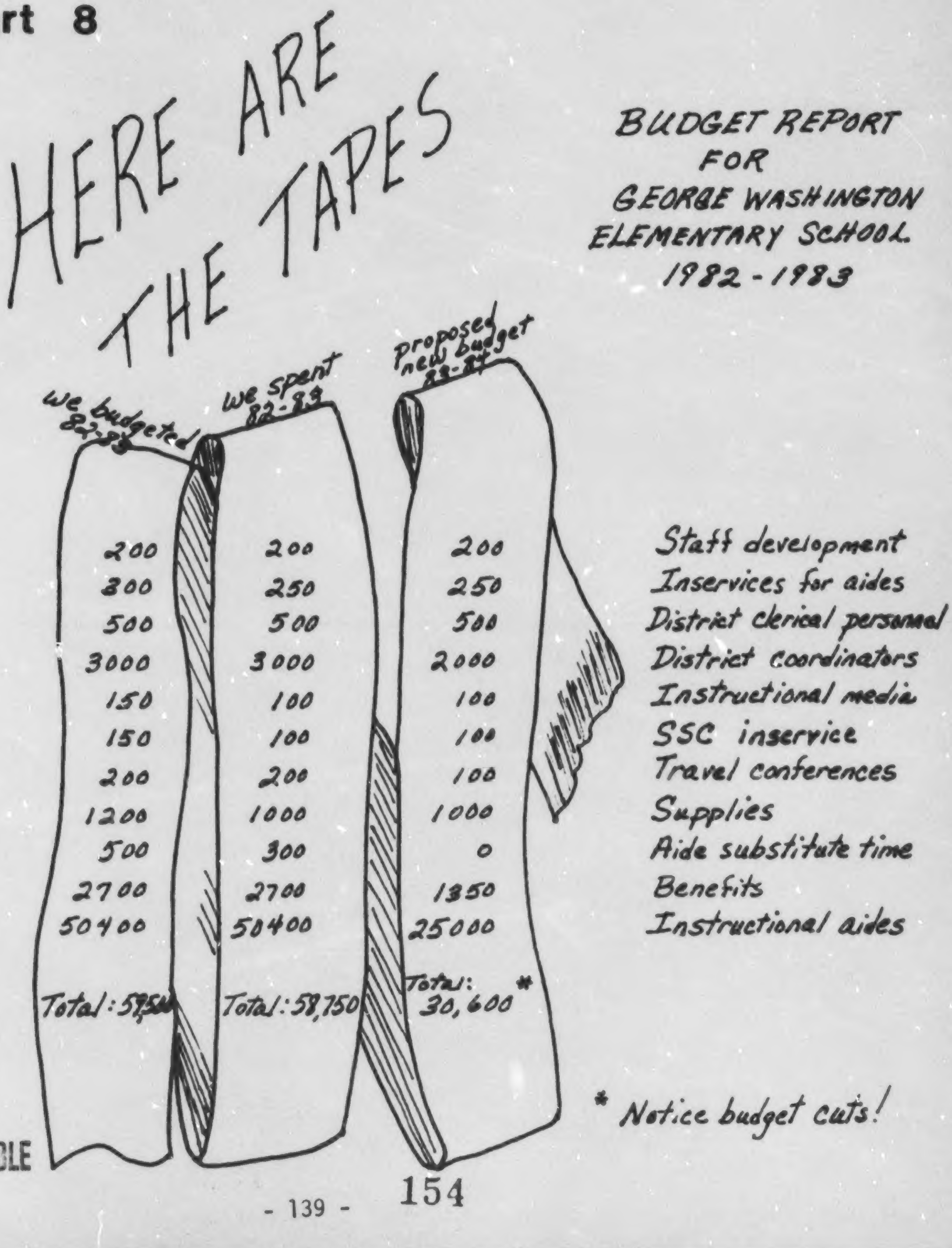
Miscellaneous

Total Anticipated Expenditures

STEP FIVE: INFORM THE COMMUNITY ABOUT BUDGET DECISIONS

How school improvement dollars and other school financial resources are spent should not be kept a secret. Charts 8 and 9 demonstrate how budget figures can be presented in a lively manner to the community. If there are projects or objectives which had to be dropped because of inadequate resources, let the community know. This step will build community confidence in the council's planning and budgeting skills. Sharing budget information may unlock community resources the council did not know existed.

Chart 8



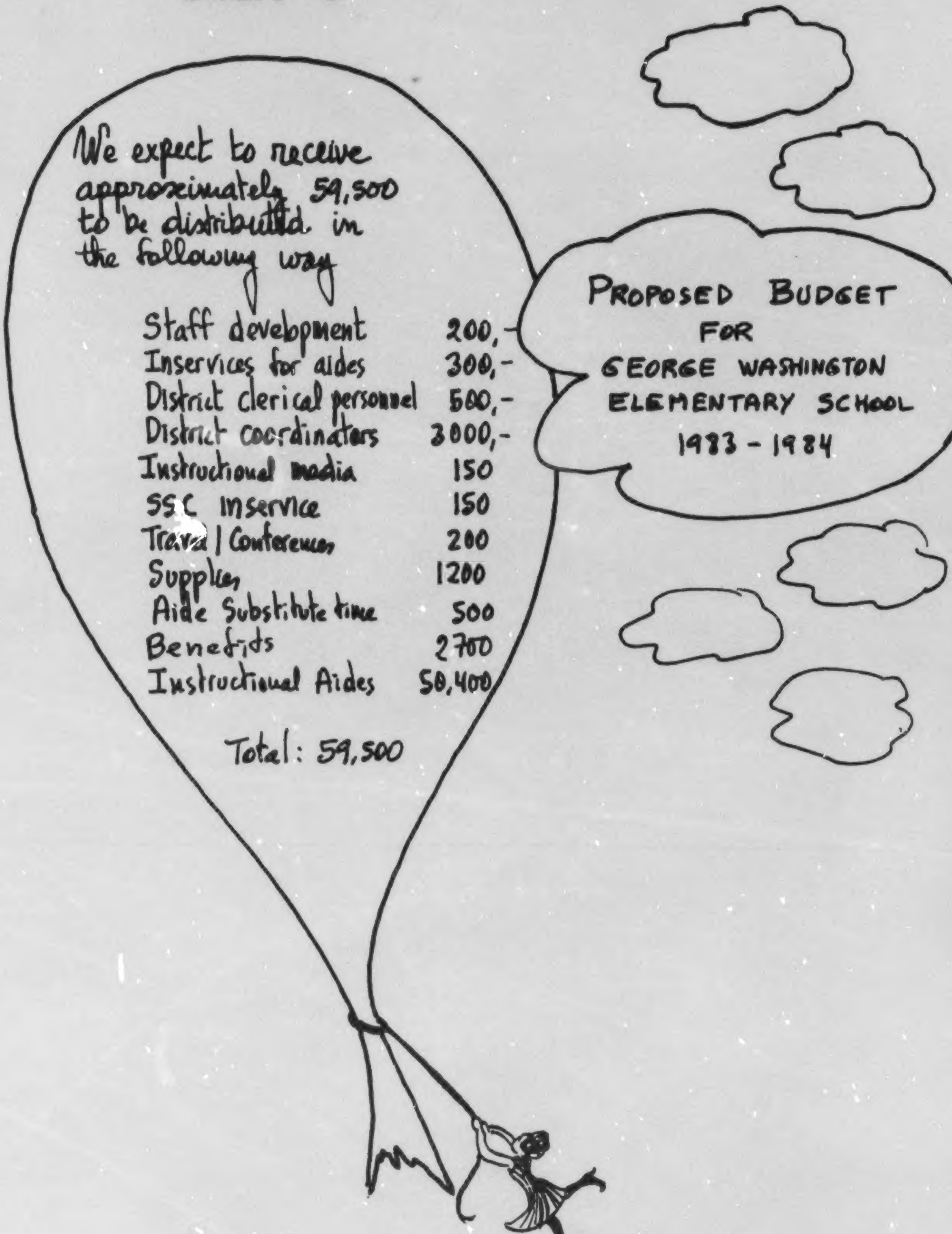
BUDGET REPORT
FOR
GEORGE WASHINGTON
ELEMENTARY SCHOOL
1982 - 1983

we budgeted 82-83	we spent 82-83	proposed new budget 83-84	
200	200	200	Staff development
300	250	250	Inservices for aides
500	500	500	District clerical personnel
3000	3000	2000	District coordinators
150	100	100	Instructional media
150	100	100	SSC inservice
200	200	100	Travel conferences
1200	1000	1000	Supplies
500	300	0	Aide substitute time
2700	2700	1350	Benefits
50400	50400	25000	Instructional aides
Total: 59,5[illegible]	Total: 58,750	Total: 30,600*	

* Notice budget cuts!

BEST COPY AVAILABLE

Chart 9



PROPOSED BUDGET
FOR
GEORGE WASHINGTON
ELEMENTARY SCHOOL
1983 - 1984

We expect to receive approximately 59,500 to be distributed in the following way

Staff development	200,-
Inservices for aides	300,-
District clerical personnel	500,-
District coordinators	3000,-
Instructional media	150
SSC inservice	150
Travel / Conferences	200
Supplies	1200
Aide Substitute time	500
Benefits	2700
Instructional Aides	50,400

Total: 59,500

Elinor Meadows

BEST COPY AVAILABLE

CHAPTER 8 RESOURCES

STAFFING, FUNDING AND BUDGETING

Astrein, B., R. Gianfortoni, and F. Mandell. *Community Education: An Action Handbook.* Boston: The Massachusetts Dissemination Project, State Department of Education. Fall, 1979. This booklet describes a number of successful community education models and projects in Massachusetts. Of particular interest is the variety of ways funding has been secured to support the six diverse programs.

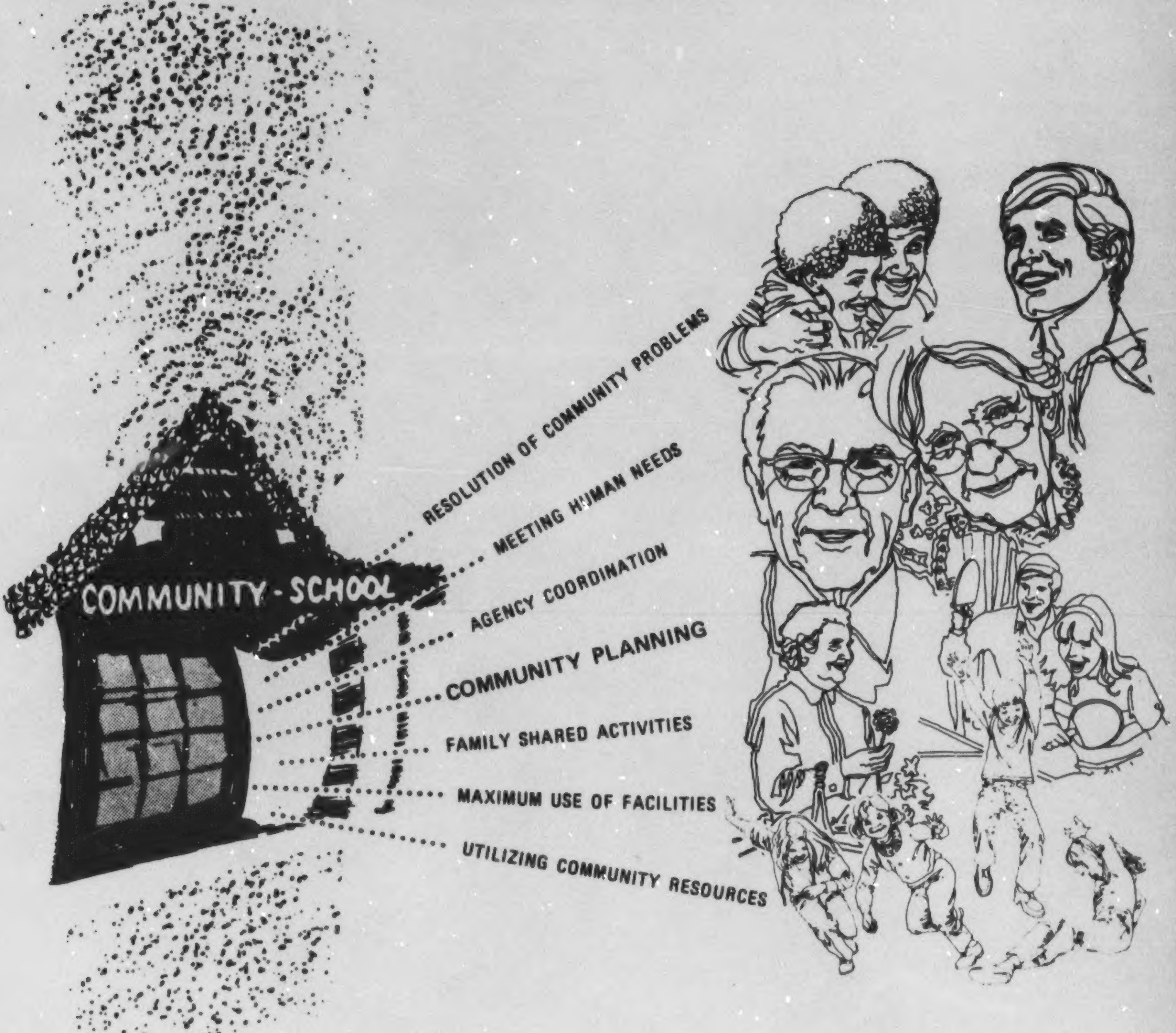
Fish, Thomas L., and J. A. Klassen, *Financing Community Education.* Midland, Michigan: Pendell Publishing Company. This booklet contains useful tips on how to approach the community for resources and other information on funding possibilities.

Reports to the Board of Education. February-May 1982, Fresno Unified School District. Prepared by Bill Scott, Director of Community Education. These reports describe Fresno's Community Education program, and the unique way it is being funded through the Restart program for high school drop-outs. Also described is the Latch-key child care program.

Stanley, Martha L. *Dealing with Dollars: A Guidebook for Community Education Financing.* St. Paul, Minnesota: College of St. Thomas, The Community Education Center, 1979. This book is geared for community educators in Minnesota but it contains much good general information on budgeting and possible sources of revenue.

9

COMMUNITY USE OF SCHOOL FACILITIES


COMMUNITY - SCHOOL
RESOLUTION OF COMMUNITY PROBLEMS
MEETING HUMAN NEEDS
AGENCY COORDINATION
COMMUNITY PLANNING
FAMILY SHARED ACTIVITIES
MAXIMUM USE OF FACILITIES
UTILIZING COMMUNITY RESOURCES

Schools are public facilities paid for by community tax dollars. The school facility should be regarded as a community resource available for community use. The Civic Center Act (Chapter 1502 of the Education Code) states each public school and its grounds are a "civic center" to which citizens should have access for meetings and for recreational purposes. However, of all public facilities, schools are often the most underutilized. In a time of declining enrollment and limited financial resources, it is imperative for school districts to develop cooperative arrangements with the community for better use of these valuable resources.

This chapter presents definitions of joint and shared use of school facilities by the community, discusses relevant sections of the Civic Center Act, gives examples of joint and shared use of school facilities, and discusses possible leasing policies and insurance issues.

JOINT USE AND SHARED USE OF SCHOOL FACILITIES

Definitions of Joint and Shared Use

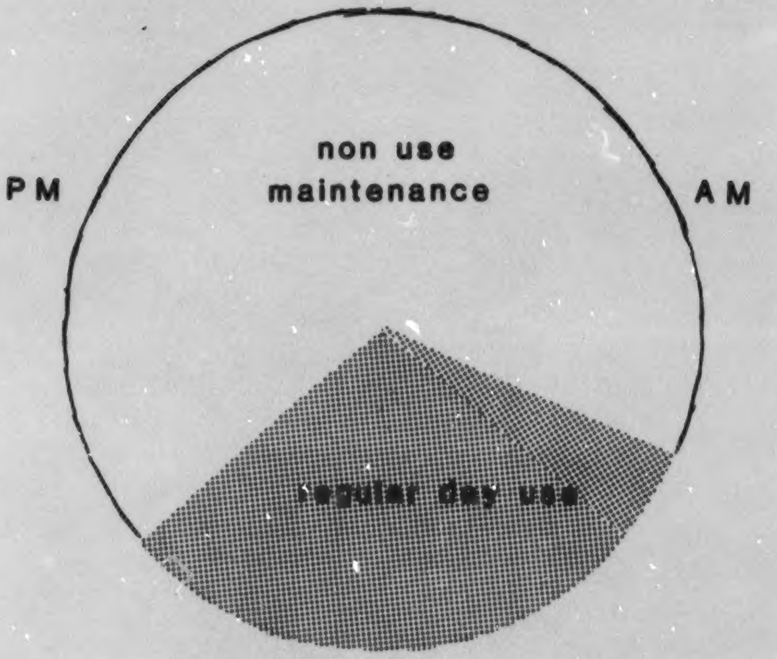
"Joint" and "shared use" are commonly used terms to describe the use of school space by an outside group. Joint use occurs when a school and an agency, community group or community college are both using the school space during school hours. For example, while children are in their classrooms, in another part of the building community counseling services are provided to students and their families. Joint use could involve one or two vacant classrooms or an entire wing of a school.

Shared use occurs when the school's classrooms and other facilities are used by community groups and agencies before or after the regular school program. Some examples of shared use are a Latch-key, child care program run before and after school and adult education or recreation classes using regular classrooms in the evening.

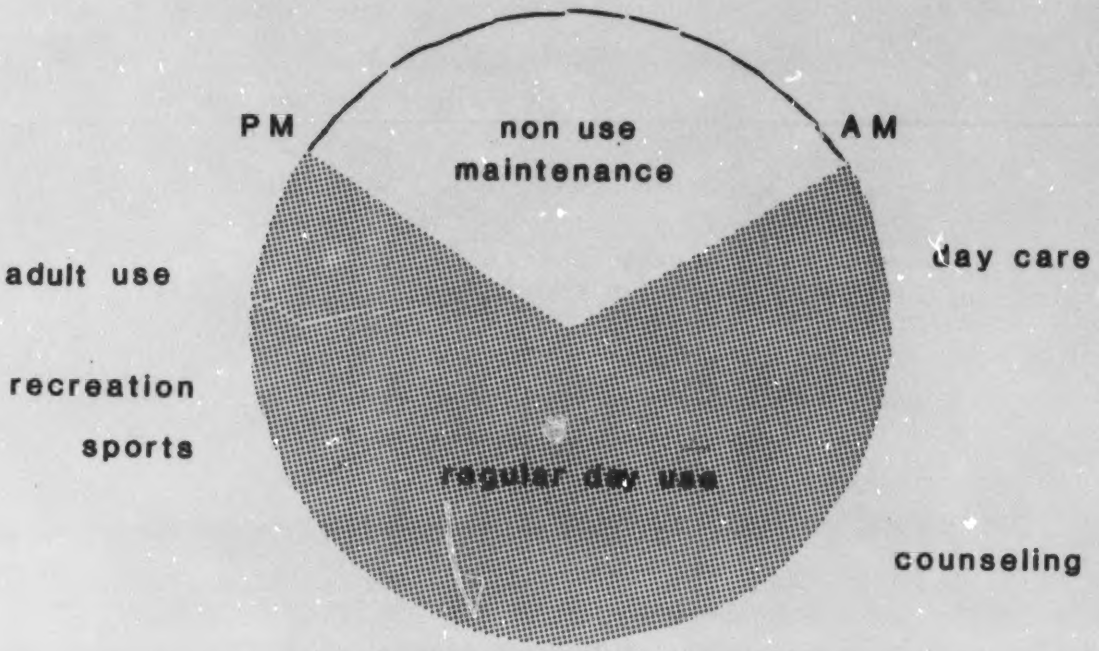
For either joint or shared use to be a reality, the school council and staff must create a climate of cooperation and openness. If the school building is used for more than one purpose, there will be additional responsibilities (e.g., scheduling, reviewing applications, coordinating custodial services, etc.).

Chart 10 illustrates the difference between the use of a typical school's facility and the use of the facility when joint and shared use takes place. Chart 11 depicts the variety of groups and programs which can utilize the school facility, if the school is open to meeting community needs.

Chart 10

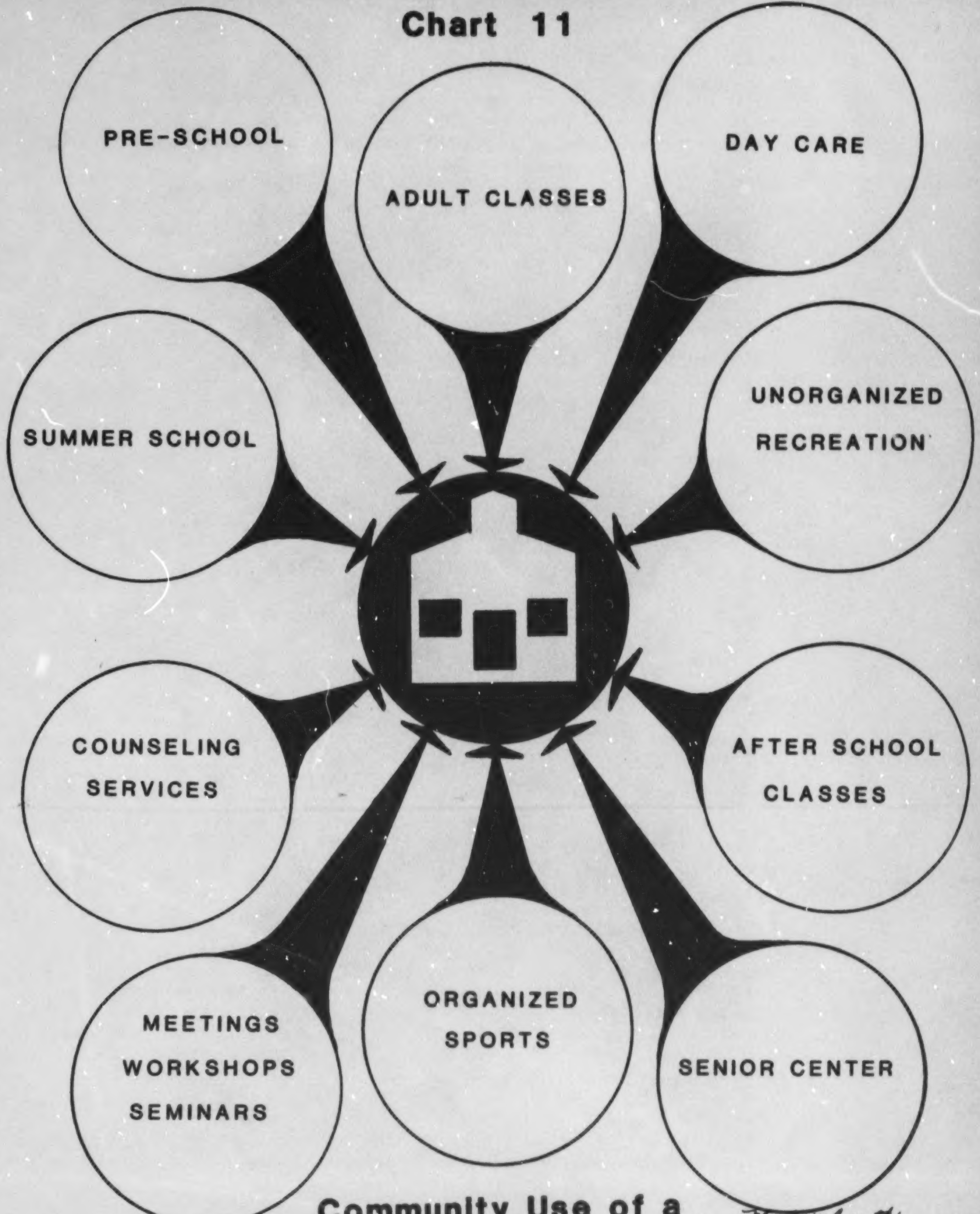


TYPICAL USE of SCHOOL



COMMUNITY USE of SCHOOL

Chart 11


PRE-SCHOOL
ADULT CLASSES
DAY CARE
SUMMER SCHOOL
UNORGANIZED RECREATION
COUNSELING SERVICES
AFTER SCHOOL CLASSES
MEETINGS WORKSHOPS SEMINARS
ORGANIZED SPORTS
SENIOR CENTER

Community Use of a School

Mark Helmuth

California Civic Center Act

The Civic Center Act, as amended in August 1982, allows school districts to now charge fees to school and non-profit community groups which formerly had free access to the school. School and community groups which are listed in the Civic Center Act which now may be charged are:

Youth groups: Boy Scouts, Campfire, Catholic Youth Organizations, YMCA, Police Athletic League, etc.

School groups: PTA, PTSA, PTO, Parent Clubs, school councils, etc.

Senior citizen groups: American Association of Retired People, Retired Senior Volunteer Program (RSVP), etc.

Neighborhood Improvement Organizations: neighborhood planning groups, Neighborhood Watch, etc.

School districts may choose not to charge a fee if the building is usually open and a custodian is on duty. If a custodian is not on duty at the desired time, the group may be charged a custodial fee, or the group may go to another available site with custodial services. The intent of the amended Civic Center Act is to allow districts to recoup all or some of the specific expenses incurred when community groups use the school.

All groups which are not specifically listed in the Civic Center Act, such as Jazzercise, TOPS, Alcoholic Anonymous, church groups, etc. are charged a fee established by the school district. Most school districts have application forms for securing permission to use the school facility which set out each district's rules and regulations.

Benefits of Free Community Use of Schools

Many school districts, since the passage of Proposition 13, have curtailed the free use of school facilities by community groups. This curtailment has resulted from the cutback of custodial services. For example, San Francisco Unified has reduced the level of free access to its schools, but it has set aside $100,000 to cover custodial costs of qualified Civic Center Act groups using the schools.

While it is understandable that school districts need to cut costs and find new ways of generating income, charging fees to community groups is not likely to achieve the desired end. Few community groups such as Boy Scouts, Girl Scouts, Campfire, seniors and neighborhood associations can afford to pay fair market rates for using the facility. If excluded from the use of school facilities, they will be forced to seek meeting places in other locales. This means that school facilities will stay idle to an even greater extent than now, thus increasing the likelihood of vandalism.

School districts need to find creative ways to accommodate their need for reducing costs and at the same time continue to make schools available to the community. One creative solution is to enter into an agreement to exchange space for service to the school. For example in exchange for a weekly meeting place for the Girl Scouts, the school might arrange for the group to clean-up the campus once a month. Other cooperative exchanges of space for services could be worked out depending on the nature of the community group.

A Joint Use Model

Two Santa Barbara School Districts have developed a creative solution to better utilize their school space and provide needed counseling service to students. The Santa Barbara School Districts have developed a unique joint use plan with ten local, private, non-profit social service agencies. This partnership of schools and social service agencies was a result of the districts having: 1) a surplus commodity, unused classroom space; 2) a pressing school/community need for better access to social services; and 3) fewer financial resources to provide needed counseling services.

The social service agencies also had significant needs: 1) to better serve their clientele; 2) to realize substantial savings in facility rental costs; and 3) to allocate a greater percentage of their financial resources for direct service to the youth and adults of Santa Barbara.

The school districts' responsibilities in the partnership plan are to provide approximately 6,500 square feet of available space at a local junior high site to ten selected agencies at a cost to cover utilities and custodial services. The school districts also provide the services of two school social workers to act as the liaisons between the Santa Barbara School Districts and the social service agencies.

The social service agencies' responsibilities are to provide one full-time coordinating secretary and clerical assistance to meet the needs of the partnership. The agencies' main responsibility is to contribute to the districts' schools one hour of direct service counseling time per week during the school year for each 50 square feet of space occupied by that agency at the junior high site. "For example, if an agency occupies 1,000 square feet, then during the school year, it shall contribute 20 hours each week to the service of the districts." (Santa Barbara County Schools, 1982, p. 14).

A coordinating team composed of the two school district social workers and the coordinating secretary is responsible for placing and evaluating the agency service providers. The coordinating team is also responsible for assessing school/community needs and matching these needs with available partnership resources.

Shared Use Model

Child care provides another area for cooperation between school and community. Community surveys have shown repeatedly that child care is a pressing need. A number of school districts have developed child care programs, often called Latch-Key, in cooperation with local YMCA/YWCA or other non-profit groups. These programs are usually self-supporting and school districts are reimbursed for custodial and utility costs.

San Francisco Unified School District has worked out a lease arrangement with private, non-profit child care programs to provide child care before and after school hours. The facilities used are generally vacant elementary school classrooms. During the 1981-82 school year, private, non-profit, non-subsidized child care programs were billed at the rate of about $.21 per square foot per month based upon an 8 hour day of use. Other programs, such as Head Start which receive subsidized funds, are charged at the rate of $.405 per square foot per month. For these fees, the school services include utilities, custodians and building maintenance. (See Appendix C, Leasing Policies).

LEASING POLICIES

In order to help schools develop joint or shared use partnerships with social service agencies or other community groups, boards of education need to adopt leasing or joint use policies. When guidelines and policies exist, then individual schools can take the initiative to find suitable partners to share their school facilities.

Appendix C, provides examples of the policies that have been adopted by boards of educations in Santa Barbara and San Francisco to enable private or public agencies to lease space in an operating school. The Santa Barbara policy clearly establishes that unused space should be leased to public or private agencies providing services to youth. The San Francisco Board policies give preferential treatment to child care agencies. These examples demonstrate that school districts can utilize their school space to benefit both the school and the community.

Negotiating the Lease

The school site administrator and the district legal counsel should be involved in negotiating the lease to insure both general district interests and specific site concerns are represented. The school district may already have developed a standard lease form. If a standard lease has not been developed, the district should develop one as part of its leasing policies. The following points are usually included in most leases:

1. Description of the premises to be leased.
2. Purposes for which premises will be used.
3. Length of lease.
4. Amount and procedure for payment of rent (including a list of services to be provided, e.g., custodial, utilities, water, etc.).
5. Scope of liability for tenant and lessor.
6. Insurance requirements.
7. Building rules and regulations.
8. Leasehold improvement or modifications to be made to property.
9. Liability for damages.
10. Breach of lease agreement.

11. Renewal or extension of lease.

12. Signatures of tenant and lessor.

If these issues are covered in the standard lease form, few modifications will be necessary when leases are drawn up for each individual tenant.

Finding the Right Lessee

Once a school district adopts a leasing policy or leasing guidelines, securing the appropriate lessee needs to be done on a school-by-school basis because of the unique features, location and zoning restrictions of each school. The council needs to ask and get answers to several questions in order to assess how appropriate a prospective lessee would be. This assessment is especially important if there are several applicants for a lease. Worksheet 19, Assessing Appropriate Lessees, will assist the school council in comparing the various applicants and determining which one would be best for the school.

WORKSHEET 19

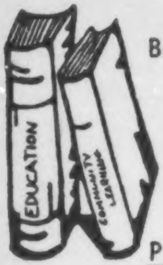
Evaluating Potential Lessees

	YES	NO
1. Are the rooms or sections of the building to be leased easily accessible to the lessee? Comment:	______	______
2. Does the lessee require the leased area to be separated from the regular classroom areas? Comment:	______	______
3. What kinds of activities will the lessee engage in? Comment:		
4. Will these activities be compatible with the school program?	______	______
5. Will these activities contribute to the regular school program? Comment:	______	______
6. Is the proposed use of the school facility compatible with existing zoning restrictions?	______	______
7. Will a special use permit be required?	______	______
8. Who will be responsible for securing any required zoning changes? Name:______________________________		
9. Will traffic congestion or hazards be created by the proposed activities of the lessee? Comment:	______	______
10. Will the lessee need to alter the rooms? If yes, what alterations will be necessary and who will be responsible? Comment:	______	______
11. What access will the lessee need to have to other common facilities, e.g., auditorium, kitchen facilities, library, restrooms, etc. List accesses needed:		
12. How long a lease does the lessee desire? Length of time:______________________		

INSURANCE ISSUES

Insurance and liability problems often form barriers to cooperative efforts. Insurance issues need to be addressed early in the planning process. In joint or shared use of school facilities, both the school district and the agency or group using the school must have insurance. In San Francisco, "liability insurance naming the San Francisco Unified School as insured in the amount of $500,000 coverage is required before a program is permitted to begin. A certificate of such coverage must be submitted as part of the application." (San Francisco Unified School District, p. 8). In other cases, property damage insurance may also be required.

CHAPTER 9 RESOURCES



Bothereau, Elizabeth A. Reopening the Door: A Guidebook for Planning the Future of Closed Schools. St. Paul, MINN: College of St. Thomas, The Community Education Center, 1981. This booklet discusses community use of school facilities if the school is no longer needed for regular school purposes. Particularly useful are tips on developing a community center and on drawing up appropriate leases.

Proposal: Partnership of Schools and Agencies - A Plan for Utilizing Available Vacant School Space. Committee for the Partnership of Schools and Agencies. Santa Barbara: Office of the Superintendent, Santa Barbara County Schools, March 4, 1982. This document outlines the unique proposal of leasing unused school space at cost for utilities and custodial services, to ten non-profit, private social service agencies in exchange for donating one hour of counseling time per week for each 50 square feet of space leased by the agencies.

Community Schools: The Auckland Experience. Auckland Schools Community Working Committee. Auckland, New Zealand: 1977. This book provides a comprehensive report on the experiences of Auckland in building a system of community schools. It describes the various models which have been implemented. Of particular interest is the design of a community learning center where the school is fully integrated into the community.

Educational Facilities Usage: A Resource Manual. Superintendent of Schools, San Diego: Department of Education San Diego County, 1981. This publication is a collection of information related to the varied uses of school facilities. It explores potential uses, case studies, financing and legal requirements related to school facility and land usage. It includes relevant sections of the California Education Code pertaining to joint use, lease of school buildings and new construction.

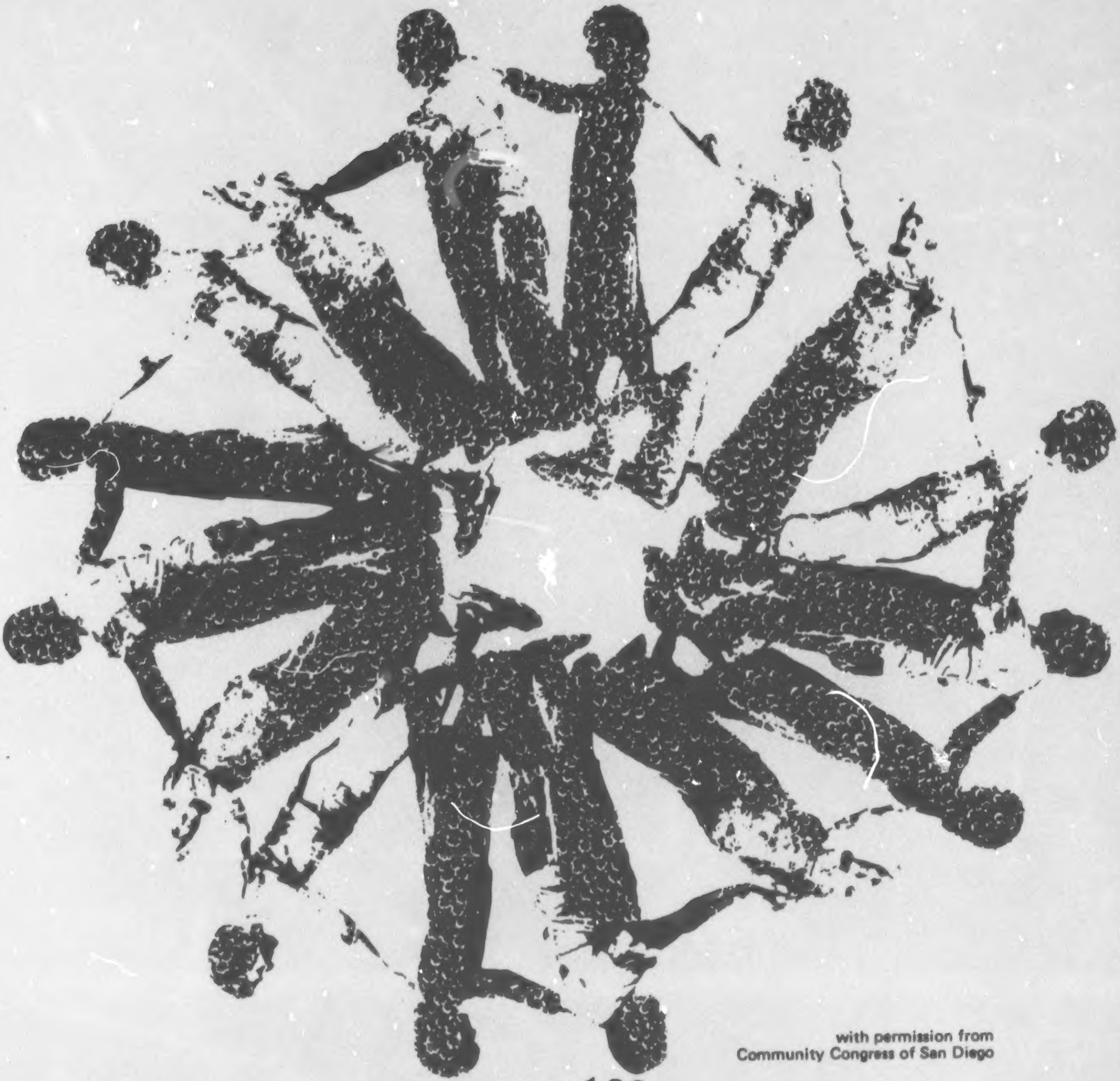
Let's Cooperate: A Handbook for Recreation/Park and Education Agencies. Committee for Recreation/Education Cooperation. Sacramento: California Park and Recreation Society, September 1979.

Let's Cooperate II: The Costs and Benefits of Cooperation (May, 1981). These two volumes will help any school district in California wishing to develop more cooperation and shared use of facilities in conjunction with park and recreation departments. Volume One outlines the policies and procedures necessary for sound cooperative ventures, provides sample forms and stresses the need for good communications. Volume Two focuses on the costs and benefits of cooperation.

Guide to Leasing and Permit Procedures. San Francisco: San Francisco Unified School District, Property Management Department, December, 1981. This manual contains San Francisco Unified School District's policies on joint and shared use of school facilities in San Francisco. Topics addressed are: civic center permits, building use permits, child care leases, community college leases, leases to public agencies and the private sector, lease by private groups. Of particular interest is the preferential leases granted to private non-profit child care agencies. This is a valuable tool for districts with limited experience in leasing.

10

OVERCOMING BARRIERS AND REALIZING BENEFITS



with permission from
Community Congress of San Diego

Schools with School Improvement Programs in California have learned how to identify student needs, develop action plans to address those needs, allocate their School Improvement monies to meet needs and bring parent volunteers into classrooms. A few SI schools have stretched their SI dollars by tapping community resources. Each community has resources which can be used to meet identified needs and to enrich the learning environment for students.

School, home and community all play an important role in nurturing and educating children. Classroom learning time is maximized when the community and home complement and support classroom learning. Opportunities for secondary students to work in real-life structured learning situations (e.g., working in a local business, government office or community organization) will reinforce and strengthen classroom learning and help develop problem-solving and critical thinking skills. Adults also benefit from the opportunity to serve as mentors to young adults.

When neighborhood schools are open for adult learning, students more readily value their own schooling. Adults who use neighborhood school facilities to meet their own needs become more interested and supportive of the regular school program. The neighborhood school is a natural "civic center" which should be open to all for life-long learning opportunities.

The School Improvement process can be the vehicle for bringing school and community together in more cooperative efforts. As we have shown throughout the book, the skills used in identifying and meeting student needs are equally applicable to the wider school community. Effective councils tackle both school and community problems.

Growing financial constraints on schools make it difficult for schools to meet all of the identified student needs. Cooperation with the community will enable schools to not only identify community resources, but will also build the public support needed if schools are to secure funding for their programs. We have shown that the community is a rich resource which is accessible to school councils. Once schools begin the process of identifying and using community resources to meet their own needs, they will see ways they can, in turn, meet community needs.

The benefits of school and community cooperation are clear. However, few schools have made any real efforts to involve the community. One reason may be lack of knowledge of how to make the link. A more significant reason may be the fears and concerns that both school staff, parents and community members have about getting involved with each other.

BARRIERS TO SCHOOL AND COMMUNITY WORKING TOGETHER

The major barriers preventing more cooperative efforts are time limitations, fear of the unknown, and feelings of inadequacy. Teachers and school administrators already feel overburdened with school issues. Parents and community members' time is limited by their family and work commitments. Many parents and community members' impression of school is based on their own experiences in school. If these experiences were unhappy ones, they may be unwilling to risk involvement in schools as adults. This fear of becoming involved in school frequently is misunderstood by educators and is labeled "parent apathy." Special efforts and new attitudes by educators are needed to help parents overcome their fears.

Administrators and school staff may be reluctant to work with parents and community because of prior negative interactions. These negative feelings arise because most school-parent-community encounters or interactions occur when there are student discipline problems. Both school staff, parents and community members may feel inadequate in relating to each other, and be uncertain of the resources they have to share. These barriers must be overcome and fears addressed if schools and community are to work together. These barriers can be overcome if both school and community are willing to confront them and develop the strategies necessary to remove or circumvent the barriers facing them. School staff must be willing to accept the right of parents and community to be involved; parent and community members must be willing to accept the responsibility of becoming involved.

Education and learning do not cease when students leave the classroom. Classroom learning can be maximized only when home, school and community work together. Time and effort are needed to overcome barriers to cooperation and joint action, The payoffs and benefits for all involved are considerable and well worth the effort.

BENEFITS OF SCHOOL AND COMMUNITY WORKING TOGETHER

When schools and communities work together there will be:

BENEFITS FOR STUDENTS

Additional services to students from community agencies
Increased individual student help
Better feelings about school by students
Expanded learning opportunities in the community
Activities before and after school hours
More productive use of school time.

BENEFITS FOR TEACHERS

More support for teachers within school
Additional resources to support the teacher's classroom program
More volunteers in the classroom
More communication with parents and community members
More use of the community as an extended classroom
Community sharing the responsibility of educating children
Ability to stretch and extend limited classroom dollars

BENEFITS FOR SITE ADMINISTRATORS

Support for principals in decision making at the site level
More efficient administration of schools

A platform of support when working with staff
Additional services to the school by cooperating community agencies
Assistance from a strong council in building support for school
Representative base for decision making in the school
Increased community support for the school

BENEFITS FOR BOARDS OF EDUCATION AND SUPERINTENDENTS

Support for boards' decisions by their constituents
More accountability of funds
Better quality programs within schools
Strengthen public relations
Additional services and support of school needs by cooperating agencies
Few additional costs to districts

BENEFITS FOR PARENTS AND COMMUNITY

Additional services to parents and community at the neighborhood level
A chance to be part of the decision making process at the school
A chance to be part of their child's education
Shared responsibility for the child
Cost effective programs for taxpayers

APPENDIX A

Sample Questions for Opinion Surveys

EXAMPLE 1

SINGLE PURPOSE SURVEY

The following, an adaptation of a survey carried out by one San Diego County Community School, provides an example of a short survey of parent attitudes about curriculum, and is targeted to get specific information about the need for a tutoring program. A survey of this type can be adapted for any specific purpose. Notice that the introduction is brief and to the point, tells why the parent views are important and how information will be used.

Dear Parents,

The Anyschool Community Advisory Council needs to know what you think!

We would like to apply for a small grant to develop an after school and/or evening tutoring program for children. We need your answers to assist us in developing the grant proposal.

Please take a few minutes to complete the survey and return it to the school office by May 10th. Your response and opinions are always valued and are especially needed at this time.

1. How effective has your school been in meeting the individual needs of your child in the following areas:

	In-effective	Somewhat effective	Effective	Very effective
a. Reading	_____	_____	_____	_____
b. Language (speaking/listening)	_____	_____	_____	_____
c. Mathematics	_____	_____	_____	_____
d. Social Studies/Science	_____	_____	_____	_____
e. Health Education	_____	_____	_____	_____
f. Physical Education (perceptual/motor)	_____	_____	_____	_____
g. Other (specify)	_____	_____	_____	_____

2. Presently my child's

a. attitude toward reading is . . . _____
b. attitude toward math is. . . . _____
c. self-concept is . . . _____
d. relationships with peers are _____
e. attitude toward school is . . . _____

1 = very negative
2 = negative
3 = positive
4 = very positive

3. Are you aware of your child's progress in school (how he/she is achieving)?

____ Unaware   ____ Partially aware   ____ Substantially aware   ____ Fully aware

4. Do you feel your child would benefit from an after school or evening tutoring program?

____ Yes   ____ No

5. Would you enroll your child in an after school or evening tutoring program?

____ Yes   ____ No

6. Would you be willing to volunteer in the after school or evening tutoring program?

____ Yes   ____ No

7. This past year were you aware of an opportunity to participate in any of the following parent activities? If you answer "yes" indicate if you participated.

	Yes	No	Participation
School Site Council Meetings	____	____	____
Classroom visits	____	____	____
Parent education meetings	____	____	____
Parents serving as volunteers	____	____	____
Parent-teacher conferences	____	____	____
Community School Council	____	____	____

8. Did you usually receive and read the school Hi-Lites and bulletins sent home with your child?

____ Yes   ____ No

9. If you have any other general comments, pro or con, please feel free to mention them below.

Anything bothering you?

Anyone you would like to compliment?

WE WANT TO KNOW HOW YOU FEEL!!!!

____

____

____

____

____

____

____

EXAMPLE 2

COMPREHENSIVE SCHOOL PROGRAM EVALUATION SURVEY

Below is a sample of a parent survey developed by one of the Los Alamitos schools in Orange County. The survey addresses curriculum, parent involvement and school climate issues. The format of this survey allows the school council to collect in-depth information about parent's attitudes toward the school. The survey is easy to read and to respond to. The inclusion of an "0" rating is important because often parents do not have sufficient information to respond to a question, and schools need to know where communication gaps are occurring. A similar survey can also be distributed to the teachers. This allows teacher and parent views to be compared and differences in perception spotted.

Dear Parents,

We would appreciate your help in evaluating our school program. The information you provide will help the school council in rewriting the school improvement plan. Please circle the number below which best expresses your feelings. On a scale of five (excellent) to one (poor), how do you feel about each of the program areas below? Please mark "0" if you have insufficient information to judge.

Child's Grade Level

I feel my child's

1. Reading program this year is:
   5 4 3 2 1 0 Comment:
   Excellent Poor

2. Math program this year is:
   5 4 3 2 1 0 Comment:
   Excellent Poor

3. Spelling program this year (grades 1-6) is:
   5 4 3 2 1 0 Comment:
   Excellent Poor

4. Handwriting program this year is:
   5 4 3 2 1 0 Comment:
   Excellent Poor

5. Language Skills program (expressing ideas in writing using correct form)

   this year is:
   5 4 3 2 1 0 Comment:
   Excellent Poor

6. Social Studies program this year is:
   5 4 3 2 1 0 Comment:
   Excellent Poor

7. Science program this year is:
5 4 3 2 1 0 Comment:
Excellent Poor

8. Physical Education program this year is:
5 4 3 2 1 0 Comment:
Excellent Poor

9. Art program this year is:
5 4 3 2 1 0 Comment:
Excellent Poor

10. Music program this year is:
5 4 3 2 1 0 Comment:
Excellent Poor

11. Health Education program this year is:
5 4 3 2 1 0 Comment:
Excellent Poor

12. Multicultural Education program (to help children understand and respect cultural, ethnic, and racial similarities and differences) this year is:

5 4 3 2 1 0 Comment:
Excellent Poor

Please read each of the pairs of opposite statements below and circle the number which best expresses your feelings. On the scale of five to one, five indicates agreement with the statement on the left, one indicates agreement with the statement on the right and the other numbers represent points in between the two statements. Please mark "0" if you have insufficient information to judge.

13. I feel my child's teacher and I share the same assessment of my child's abilities. 5 4 3 2 1 I feel my child's teacher and I do not share the same assessment of my child's abilities 0

Comment:

14. I feel my child likes school. 5 5 3 2 1 I feel my child does not like school. 0

Comment:

15. I feel a positive relationship exists between my child and his/her teacher. 5 4 3 2 1 I do not feel a positive relationship exists between my child and his/her teacher. 0

Comment:

16.	I feel I receive sufficient information regarding the planning, implementation, and evaluation of the school instructional program.	5	4	3	2	1	I feel I do not receive sufficient information regarding the planning, implementation and evaluation of the school instructional program.	0

Comment:

17.	I feel the school provides a program which meets my child's needs	5	4	3	2	1	I feel the school does not provide a program which meets my child's needs.	0

Comment:

18.	I feel my child is adequately prepared in the basic skills of:						I feel my child is not adequately prepared in the basic skills of:	
	math	5	4	3	2	1	math	0
	reading	5	4	3	2	1	reading	0
	language	5	4	3	2	1	language	0

Comment:

19.	I feel the school is providing opportunities for my child to develop a positive self-concept.	5	4	3	2	1	I feel the school is not providing opportunities for my child to develop a positive self-concept.	0

Comment:

20.	I feel comfortable expressing my opinions to school personnel.	5	4	3	2	1	I do not feel comfortable expressing my opinions to school personnel.	0

Comment:

21.	I feel parent/community volunteers enrich the school program.	5	4	3	2	1	I do not feel parent/community volunteers enrich the school program.	0

Comment:

22.	I feel school personnel adequately handle school discipline problems.	5	4	3	2	1	I feel school personnel do not adequately handle school discipline problems.	0

Comment:

23. Please answer this question if you attended our school's "Back-to-School Night" Presentation in September.

I feel the Back-to-School Night presentation gave me the information I needed about my child's program.	5	4	3	2	1	I feel the Back-to-School Night presentation did not give me the information I needed about my child's program.	0

Comment:

Please use the back side of this survey if you have any other additional comments you would like to make about district policies, bus transportation, classroom environments or playground standards.

EXAMPLE 3

A CHECK LIST FOR CITIZENS: HOW EFFECTIVE ARE YOUR SCHOOLS? *

This checklist of questions developed by the Council for Basic Education is intended to sharpen inquiry into the quality of your schools. Anyone familiar with the information customarily given to citizens about schooling (budgets, expenditures per student, capital improvements, athletic programs, etc.) will recognize a new focus in these questions. The questions highlight the factors that matter for learning. If a school can answer YES to all the following questions, students in that school are probably learning at capacity. A NO answer should alert all concerned about an area which needs strengthening.

LEADERSHIP BY THE PRINCIPAL AND SENIOR STAFF

YES	NO	
☐	☐	Does the school have a clear, well-written, concise statement of specific instructional goals?
☐	☐	Is the principal authoritative, decisive and firm?
☐	☐	Does the principal seek ideas and suggestions from the rest of the staff?
☐	☐	Does the principal fairly enforce rules and decisions for everyone?
☐	☐	Does the principal allocate scarce resources according to predetermined priorities?
☐	☐	Is at least half the principal's time devoted to supervising instruction, visiting classes and responding to such visits?
☐	☐	Does the principal hold high expectations of academic achievement for the staff and students?
☐	☐	Is the principal well-grounded in basic subjects?

TEACHERS' VALUES AND EXPECTATIONS

YES	NO	
☐	☐	Are teachers confident that all children can learn?
☐	☐	Are teachers enthusiastic about teaching and learning the basic subjects?
☐	☐	Do teachers know and support the educational philosophy of the school?

*Reprinted with permission from the Council for Basic Education, Washington, D.C.

☐	☐	Do teachers know and support the academic policies and priorities of the school?
☐	☐	Are teachers good models of conduct and academic commitment?
☐	☐	Are teachers well-educated in general and in the subjects they teach?
☐	☐	Are teachers available to students for special help on academic or personal problems?
☐	☐	Are teachers well prepared for class? Do they start and end class promptly?
☐	☐	Do teachers write well?
☐	☐	Are teachers cooperative and supportive of each other?

EMPHASIS ON ACADEMIC ACHIEVEMENT IN BASIC SUBJECTS

YES	NO	
☐	☐	Does the curriculum include requirements for all students in all the basic subjects: English (including reading, writing, literature and speech), mathematics, science, history, government, geography, foreign languages and the arts?
☐	☐	Are elective subjects supplements to, rather than substitutes for, basic subjects?
☐	☐	Are academic priorities clearly understood by staff, students and parents?
☐	☐	Is homework regularly assigned and checked?
☐	☐	Are academic problems diagnosed early and dealt with promptly?
☐	☐	Are learning results stressed over teaching methods?
☐	☐	Are there checks for students' mastery of basic skills and knowledge?
☐	☐	Are the standards for promotion and graduation understood by all?
☐	☐	Is promotion based on scholastic achievement rather than time spent at one grade level?
☐	☐	Is the curriculum flexibly structured for more able and less able students?
☐	☐	Are curricular and classroom distractions from academic achievement recognized and minimized?
☐	☐	Does beginning elementary reading stress phonics?

☐	☐	Do all courses require students to write?
☐	☐	Are there writing courses for all students?
☐	☐	Are textbooks selected to meet predetermined curricular objectives?
☐	☐	Does the staff coordinate instruction grade-to-grade and plan the curriculum sequentially?
☐	☐	Does in-service training improve the academic background of teachers?

ASSESSMENT OF STUDENT PROGRESS AND ACADEMIC PROGRAMS

YES	NO	
☐	☐	Is there a coherent plan for regular assessment of students, individually and collectively, especially in the basic subjects?
☐	☐	Are the purposes of testing clearly understood?
☐	☐	Do test results tell all concerned what they want to know?
☐	☐	Are students tested only on what is actually taught, which may differ from the written curriculum?
☐	☐	Are several criteria used in making important decision (e.g., for promotion, remediation, graduation)?
☐	☐	Does the school seek useful comparisons with other schools?
☐	☐	Are impartial outsiders asked to evaluate the school?
☐	☐	Are students, parents, teachers, board members and citizens satisfied with academic achievement in the school?

CLIMATE OF ORDERLINESS

YES	NO	
☐	☐	Has the school published statements of expectations and norms for the conduct of staff and students?
☐	☐	Are such statements widely understood and accepted? Is the school a cohesive social organization?
☐	☐	Do students have positions of responsibility for student activities, conduct and school property?
☐	☐	Do students and staff have numerous opportunities to work jointly on school projects?
☐	☐	Does the staff display consistent values and practices throughout the school, as opposed to having idiosyncratic norms in each classroom?
☐	☐	Are students praised for good performance?

☐	☐	Do students sense that staff members genuinely care about their well being?
☐	☐	Is the tone of the staff businesslike and professional yet interested in students?
☐	☐	Does the staff spot disorders early and respond quickly and firmly?
☐	☐	Are reprimands delivered quietly, without disrupting class?
☐	☐	Do senior teachers who are skilled in keeping order act as mentors for less-experienced teachers?
☐	☐	Are parents notified of discipline problems with their children?
☐	☐	Does the school keep useful records for delinquency, truancy, disruption, vandalism, tardiness and other kinds of anti-school behavior?
☐	☐	Is the school clean and well-maintained: are needed repairs done promptly?

SUPPORT FROM PARENTS AND OTHER CITIZENS

YES	NO	
☐	☐	Do parents, school board members and other citizens have access, as appropriate, to school records, teachers, administrators and classes?
☐	☐	Does the school have a handbook for parents?
☐	☐	Does the school teach parents about the uses and abuses of standardized testing?
☐	☐	Do parents receive timely information from the school and from the school board?
☐	☐	Does local news coverage of the school stress academic achievement?
☐	☐	Does the school inform parents about their children's placement in ability groups and the consequences of such placement; choice of courses; performance on homework; and academic progress?
☐	☐	Does the school urge the importance of reading aloud to young children and of having home study time free from TV, phone calls and other distractions?
☐	☐	Does the school encourage constructive citizen participation in teaching and in establishing school policies, priorities and curriculum?
☐	☐	Does the school cooperate with parents and civic agencies to achieve concerted action by the entire community in the education of [illegible]th?

EXAMPLE 4

SCHOOL-COMMUNITY REPORT CARD

The following opinion survey is a quick and easy way to gain an understanding of how your school is viewed by its community. The local newspaper could be approached to see if they would be willing to publish this survey in order to reach a wider audience.

(School Name)______________________________

Please check the appropriate column to reflect your opinion about each statement:

	Agree	Disagree	Don't Know
1. _____________school has a good reputation in this community.			
2. The quality of education being provided in the school is high.			
3. Parents and community members are welcome in the school.			
4. The community is involved in many school activities.			
5. Teachers make frequent contacts with parents.			
6. The school facility is made available for community use.			
7. School news and events are published in the community.			
8. Community resources are used to enrich school curriculum.			
9. School personnel help in solving community problems.			

Additional comments or suggestions for improving our school:

____

____

____

____

____

____

EXAMPLE 5

COMPREHENSIVE COMMUNITY NEEDS SURVEY

The following two pages are drawn from a comprehensive community needs survey conducted by one community in San Diego. A survey, such as this, would be more appropriate if conducted by a cluster of schools or an entire school district, rather than a single school attempting this large task.

1. Which of the following adult classes would you be interested in attending?

_______Parent education

_______Career Counseling

_______College degree courses

_______Job training

_______Basic skills (vocabulary, reading, math)

_______English as a second language

_______Self enrichment (music, art, literature)

_______Stress reduction

_______Assertiveness training

_______Other (be specific) ____

2. What times do you prefer for the college and adult education classes?

_______Weekday mornings

_______Weekday afternoons

_______Weekday evenings

_______Weekends

3. Are there adequate facilities available in________________________(Name of Community) for use by organized groups and organizations?

_______Yes

_______No

_______Don't Know

4. What do you think about community residents using school facilities for community functions?

_______Good idea (be specific) ____

_______Bad idea (be specific) ____

_______Not enough information

_______No opinion

5. Using the community school concept, if the school facilities, including the auditorium and playground, were open for use evenings, holidays, after school and during school intercession, what activities and/or services would you and your family attend?

_______Day care and after school programs for children

_______Children and youth recreation programs

_______Art and crafts activities

_______Animal clinics

_______Citizenship classes

_______Dental screening

6. What location in_____________________ (Name of Community) needs immediate attention for weed/trash clean-up or a beautification project? (be specific)

____

7. In your opinion what is the most serious traffic safety problem in

______________________ (Name of community)
(specify location and problem) ____

8. Would you be interested in becoming involved in any of the following?

_______Working with students and staff in the schools

_______Big Brother/Big Sister to boys and girls

_______Tutoring (state which subjects) ____________________________________

_______Community events such as I love_________________(Name of Community) or or the 4th of July celebration.

_______Recreation projects for youth

_______Newcomers Club

_______Volunteer or Friend of the Public Library

______ ___________ Community Council

_______Other (be specific) ____

9. Is there a skill or talent you or your family would be willing to share with the community? (be specific)

____

10. Are you familiar with the following local groups and when they meet?

________Community Council (give time, date, place of meetings)

________Town Council

________Community Exchange

________Planning Group

________Recreation Council

________Northern Area Committee for Parks and Recreation

11. Do you get most of your information about the community from:

________Organized clubs or groups

________School bulletins

________Other bulletins (be specific)

________Local newspapers (e.g., ________________)

APPENDIX B

How to Organize a Community Goal Setting Conference

If a school/council is interested in having the community participate in setting school and community goals it may wish to sponsor a community conference. With the many problems facing schools, the Community Conference serves as a forum where school staff, parents, students, and community members can exchange ideas about school and community concerns and then establish goals to address these concerns. Participation in this process helps to promote a spirit of ownership of the identified needs and the resulting goals and a commitment to see that the goals are met.

PHASE I: Assessing the need

- The school council considers the need to hold a community goal setting conference.

- The council makes the decision to hold a conference.

PHASE II: Getting organized.

The school site council and school staff nominate persons who are representative of the school and community to serve on a steering committee. It is suggested that 15-25 people be named. Committee members should reflect the diverse views of the community. The steering committee carries out the following organizing steps.

1. Sets a date for the community conference. An all day, 9-3, Saturday meeting has been found to be the most productive by those who have previously held a community conference. Two consecutive evening meetings may also work, if most of the participants are available on the two evenings.

2. Secures a meeting place. A large meeting room is required since there is no top limit on the number participating. Forty to sixty participants is a minimum. Large tables with 6 chairs at each table need to be set up. Saturday meetings should include a 12-1 lunch break. Sack lunches should be encouraged, with coffee and tea being provided by the steering committee.

3. Prepares announcement of conference and distributes it widely to all in the community. Makes selected calls to citizens to insure a good cross-representation of community participants.

4. Assembles needed supplies and equipment.

    a. Public address system
    b. Overhead projector and screen
    c. A number on each of the tables
    d. About 400 5 x 8 cards
    e. A supply of butcher paper cut into 4 or 5 foot lengths (at least 4 sheets per table).
    f. One red and one green marking pen for each table.
    g. Two rolls of masking tape

h. A supply of pencils
i. Paper for sign-up sheets, each sheet marked to correspond to the table number.
j. Two transparencies with one question on each one and one transparency with priority ratings: "A" utmost importance, "B" very important, "C" moderately important, "D" of little importance, "E" unimportant.
k. Name tags
l. Coffee and tea supplies

Phase III: Activity A

(Participants are asked to sit six to a table with whomever they wish).

1. Welcome - community conference chairperson.

2. Transparency with Question A shown to audience: WHAT ARE THE THINGS THAT ARE KEEPING OUR SCHOOL/COMMUNITY FROM DOING THE JOB IT SHOULD DO FOR THE STUDENTS? (The steering committee may formulate an alternate question.)

3. Participants are given 40 minutes to brainstorm the answers to the question. Answers are written with the red marker on the butcher paper. The table number is written on the top of the sheet.

4. When the brainstorming is completed, the groups are asked to pass their paper on to the next highest numbered table. After receiving a paper, each group will assign a priority score with the green marker to each statement on the butcher paper. Comments may be added to the paper. The groups have 20 minutes for the first go around. (The transparency with the priority ratings is shown on the overhead projector at this time.)

5. This process is repeated until each butcher sheet has received priority scores from five different tables.

6. Each group receives its own paper back and are instructed to look over the ratings for their group's statements and rewrite them on 5 x 8 cards, placing the group's number on the top of each card. The group may write other statements on the cards if they saw a statement from another group that they strongly agree with.

7. At the front of the room two tables have been set up with classification signs (folded to stand-up 5 x 8 cards) such as parent-teacher relations, school climate, curriculum issues, staffing, communication, recreation programs, school operations, money, educational practices or any other category the steering committee thinks appropriate and necessary. The groups are asked to come up and sort their 5 x 8 cards into the appropriate classifications.

8. Then each group is asked to post their original butcher paper so all may see what has been written.

9. Break for lunch.

PHASE III: Activity B

1. The morning procedure is repeated, but with Question B (transparency) shown on the overhead projector. WHAT ARE THE THINGS OUR SCHOOL/COMMUNITY SHOULD BE DOING? In trying to answer this question be sure to consider: knowledge students should gain, skills students should gain, attitudes students should have, other pertinent comments made in the morning.

2. It is a good idea to pass the papers around this time to the next lowest numbered tables. This encourages a fresh approach.

3. Repeat steps 3-8 of Activity A.

4. Dismissal - Thank you's to all involved.

PHASE IV: Clustering the Comments

Steering committee members meet to go over cards. Working in groups of 3 persons each, select a pile of cards from 1 classification (still in the same groupings which they were originally placed by conference participants). The assignment is to group cards with like comments together. Each group will have one to perhaps a dozen sub-groups.

1. **Writing a composite statement.** The work groups will take each sub-group and write a composite needs statement for each one. The needs statement will begin with "There is a need for . . .." Be careful in writing the composite needs statement that the original meaning or intent of the statements are not lost. After each composite statement, copy down the priority ratings assigned by the originating groups, e.g., there is a need for before- and after-school child supervision because 70% of the parents of children at the school are working full time - AABCAA.

2. **Oral reading and organizing of statements.** As each group reads its needs statements, other groups check to see if their needs statements may match. If this is the case, the cards and written statements should be combined, with the group having the smaller number of original cards passing them to the group having the larger number of cards. Work groups receiving additional cards will rewrite needs statements and reassign priority rating.

3. **Assigning priority scores.** The work groups review the composite needs statements to see if they truly reflect the original intent of the Community Conference participants. Then each statement's priority rating is scored.

A priority	3 points
B priority	2 points
C priority	1 point
D and E priority receive no points	

The example needs statement receiving AABCAA mentioned above would receive 15 points.

4. **Reading of needs statements.** The composite needs statements receiving the highest rating will be read first and so on in sequence. The committee should decide on a cut off point after which statements would not be further considered.

5. **Statements of needs published.** A list of statements of needs ranked from highest to lowest ratings (with actual scores identified) is sent to all steering committee members and to those who participated in the Community Conference. The results should also be published in a school/community newsletter.

PHASE V: Converting Needs to Goals

1. **Writing a goal statement.** The Steering Committee, at this point, should have a brief presentation on what a goal is and what it is not. There is always a strong temptation to write solutions as goals. One definition of a goal comes from the California School Boards Association: "A GOAL is a statement that proposes desired and valued competencies, states of being, and/or general levels of proficiency to be achieved."

2. The same work groups rewrite the composite needs statements as goals, however, they should not have their own needs statements. Keeping in mind the definition of a goal, each goals statement should include a who, will do what (the broad direction or general purpose) and why (the intended effect of the what).

3. The goals should now be presented to the council and community. If the steering committee so chooses, the goals can be prioritized based on the ratings given to the needs statements.

PHASE VI: Taking Action

The council, school staff and community now need to take action to achieve the desired goals. Once goals have been established by this process, objectives and solution procedures can be written to achieve the school-community goals.*

---

*Adapted from The Community Conference for School-Community Goal Setting. San Diego: Superintendent of Schools, 1973.

APPENDIX C

Leasing Policies

SAN FRANCISCO MODEL

November 3, 1981

Dear Applicant:

The ______________________________District has encouraged private non-profit child care programs to lease space in our operating schools. The facilities available are generally elementary classrooms which are ideal for child care programs. The following includes basic information relative to operating a child care program in a school facility.

A. SUMMARY OF PROCEDURE:

1. Submit application along with the documents identified in Section G.
2. Board of Education must approve a child care lease prior to starting date (normally meets 2nd and 4th Tuesdays of the month).
3. Starting date is normally the Monday following approval by the Board of Education.

B. PROCEDURE:

Contact the principal(s) of the school(s) you wish to use for your program. The principal will advise you if there is available space for either a full day or partial day child care program.

> Please obtain a letter from the principal indicating that she/he supports your program.

A letter from the applicant should be mailed to the Property Management office indicating the following:

1. Room(s) description
2. Hours of use
3. Name of your program
4. Name, address and telephone number of contact person for the program
5. If the child care program is incorporated as a non-profit organization, parent cooperative, etc., include your organization papers with the application.

C. COST:

Private, non-profit, non-subsidized child care programs in operating schools during 1981-82 are billed at the rate of $.21 per square foot per month based on an 8 hour day of use. Subsidized child care programs such as Head Start, are charged at the rate of 40.5¢ per square foot per month. The cost is prorated for less than eight hours of daily use. Services include utilities, custodians and building maintenance.

D. LICENSE:

The child care program must be licensed or you must show evidence of having applied for a license. The licensing procedure is a lengthy one, and application should therefore be made immediately upon approval of available space. The address is as follows:

1. Richard Wheeler
   Child Development Office
   California State Department of Education
   1500 - 5th Street, 3rd Floor
   Sacramento, CA 95814
   (916) 323-1316
   (916) 323-7030

E. PROGRAM AND FEE SCHEDULE:

You are requested to submit a program outline of the curriculum offered. This should also be submitted to ______________________ who then submits it to the appropriate Associate Superintendent.

Please include a copy of the fee schedule which you charge enrollees to participate in your program.

F. INSURANCE:

Liability insurance naming the ____________________________ District as insured in the amount of $500,000 liability coverage is required before a program is permitted to begin. This may be obtained from your own broker or someone who has written such insurance previously.

G. SUMMARY OF APPLICATION:

1. Application letter with room(s) number(s) and the hours of use.
2. Letter of approval from Principal.
3. Organization or incorporation papers.
4. License or application for the license.

5. Program offering.

6. Fee schedule for participation in your program.

H. QUESTIONS:

If you have any questions regarding the private non-profit child care program, please do not hesitate to contact ______________________________.

Thank you for your interest in using school sites for Child Care facilities.

Very truly yours,

LEASING VACANT CLASSROOMS IN OPERATING SCHOOLS TO PRIVATE NON-PROFIT CHILD CARE PROGRAMS

WHEREAS: Child care is a critical public need in ______________________ and the conducting of such programs by private non-profit corporations serves a public purpose; and

WHEREAS: The Board of Education passed Resolution 91-9A5 which encourages the use of vacant classrooms by private non-profit child care programs; and

WHEREAS: Education Code Section 40045 expressly provides that school property may be leased for child care or day care programs for preschool and elementary school-age children, and this section of the code makes the conduct of child care programs a public purpose based upon "need of such programs and services to the community"; and

WHEREAS: Education Code Section 39384 authorizes the Board of Education to lease vacant classrooms in operating school buildings to named agencies, including non-profit corporations; and

WHEREAS: The Buildings, Grounds and Services Committee of the Board of Education reviewed the Property Management staff report and determined that the child care programs located within the ______ ________________ District elementary facilities should be charged the least amount of dollars feasible and not be charged for those overhead costs which accrue to the School District such as gardening, maintenance, etc.; and thereby encourage private non-profit child care programs to use School District space because of the benefit derived by both the community and School District; and

WHEREAS: The Buildings, Grounds and Services Committee of the Board of Education recommended a charge of 21¢ per square foot which was approved by a vote of two ayes; one Commissioner being absent;

THEREFORE BE
IT RESOLVED: That it is the policy of the Board of Education to lease vacant classrooms in operating schools to private non-profit child care programs.

Providing:

1. The sponsoring organization has a valid non-profit tax exempt status.
2. The program has the support of the school principal.
3. There is a determination by the Superintendent of Schools, and/or Associate Superintendent of School Operations, that the program is in the best interest of the students.

4. That the lease shall contain a strong anti-discrimination clause in both enrollment and hiring.

5. That the rental rate for the 1980-81 fiscal year will be at the rate of 21¢ per square foot per month for private non-profit child care programs operating within an elementary school.

6. That the rental rate for 1980-81 fiscal year will be at the rate of 40.5¢ per square foot per month for those child care programs operating within elementary schools which receive subsidization.

FURTHER BE
IT RESOLVED: That the staff be directed to meet with representatives of child care programs for the purpose of establishing criteria to evaluate child care programs which will qualify for reduced rental rates.

FURTHER BE
IT RESOLVED: That the Board of Education directs the Superintendent and/or Coordinator, Office of Management, to implement this policy with respect to all private non-profit child care programs which lease vacant classrooms from the School District.

Recommended for approval: Recommended for approval:

WHEREAS: The Board of Education, by Resolution __________, and in accordance with Education Code, Sections 39360, et seq., 39384, 39500, 40040, et seq. authorized the lease or rental at fair market value of vacant classrooms in operating schools which are not needed for school purposes, to government or public agencies, private agencies engaged in State mandated Special Education programs, non-profit organizations, public business firms, corporations, and individuals when intended use does not produce an adverse effect upon the quality of education;

THEREFORE BE IT RESOLVED: That the Office of Management, in accordance with Education code, Section 39360 et seq. shall offer for lease, semi-annually, vacant classrooms in operating schools which are not needed for school purposes, as follows:

1. With the assistance of the Office of School Operations, compile a list of vacant classrooms which are not needed for school purposes.
2. Establish a minimum acceptable rental fee based on fair market value. For this fiscal year, 1980-81, this minimum rental fee will be 45¢ to 50¢ per square foot per month, depending on location and quality of the facility.
3. Advertise in a newspaper of general circulation the availability of these vacant classrooms.
4. Receive sealed bids at a regular meeting of the Board of Education.
5. Evaluate bids and the qualifications of bidders and recommend to the Board of Education the award of leases to those qualified bidders submitting the highest acceptable bids.
6. Upon the approval of the Board of Education, the Superintendent and/or the Coordinator, Office of Management, shall execute leases with the accepted bidders.
7. During the period between the receipt of semi-annual bids, the staff, with the approval of the Board of Education, may accept bids for leases for use of vacant classrooms in operating schools, at a minimum acceptable monthly rental stipulated at the previous semi-annual bidding.

LEASE OF SURPLUS SPACE IN OPERATING SCHOOLS

7310
Policy

In accordance with provisions of the Education Code the Board may lease surplus classroom space in operating schools of the Districts.

In determining the space available, the following considerations shall be made: First, current educational programs are to be given priority when determining the space available for lease. Second, space which has marginal value for current educational use will be weighed against financial benefits to the educational programs from the lease of the space in question.

Prior to initiating this action, the Superintendent will notify parents of students in the school in which space is to be leased, of his intended recommendations.

Education Code 39384 gives first priority in leasing vacant classroom space to "public education" agencies, particularly those conducting special education programs.

After offering the space to the educational agencies, the following priorities will be considered by the Board:

1. Student related public benefit agencies--nonprofit organizations and governmental agencies which provide significant student-related services or nonprofit child care organizations.

2. Community related public benefit agencies - other nonprofit and governmental agencies which provide needed community services, appropriate technological and environmental agencies which benefit the community (solar and wind energy), etc.

3. Private enterprise - those agencies which are clearly neither educational nor governmental, such as, privately financed child care centers, environmental agencies, research companies, etc.

The Board will not lease space for activities which would be detrimental to health or safety of students (examples include activities which generate excessive fumes or smoke, loud noise, large number of people resulting in heavy traffic, or attractive nuisances). The Board shall consider such factors as whether the leasee will provide significant student related service, needed community services or opportunities for facilitating career education opportunities.

The Board of Education will not necessarily lease space to the highest responsible bidder. The Board is the sole judge of the interest of the school district as it relates to the desirableness of a particular agency or the value of the income derived from a lease as compared to the desirableness of leasing the available space to any agency.

References: Education Code 39365.5; 39384
SANTA BARBARA SCHOOL DISTRICT
SANTA BARBARA HIGH SCHOOL DISTRICT
Adopted by Board of Education, January 21, 1982.

LEASE OF SURPLUS SPACE IN OPERATING SCHOOLS

7310
Admin. Reg.
Page 1

The Board of Education may, from time to time, authorize the lease of surplus classrooms in operating schools of the Districts. This regulation sets forth the procedures which will be followed to lease excess space.

In determining the space available the following considerations shall be made: First, current educational programs are to be given priority when determining the space available for lease. Second, space which has marginal value for current educational use will be weighed against financial benefits to the educational programs from the lease of the space in question.

Prior to initiating this action, the Superintendent will notify parents of students in the school in which space is to be leased, of his intended recommendation.

Education Code 39384 gives first priority in leasing vacant classroom space to "public education" agencies, particularly those conducting special education programs. After the Board has declared its intent to lease surplus classrooms, notice of same shall be sent to the Office of the County Schools Superintendent and to other school districts. The term of the lease and acceptable rate for public education agencies shall be specified in the notice. Education Code 39365.5 (f) (2) states: "The lease payments to such public educational agencies shall not exceed the district's actual costs for maintenance, operation, and custodial services for the leased classrooms." The standard rate for public educational agencies is to be determined by the Business Manager. Leases for such educational agencies are for one year subject to annual renewal.

When the County Superintendent or another school district has indicated its interest in leasing the available space, a lease shall be submitted to the Board of Education for approval.

If no public educational agency has indicated an interest in leasing the available space, the Business Manager, in order to establish the minimal rental amount, shall obtain a fair market rental appraisal of said space. The Business Manager shall prepare for the Board's approval a resolution declaring its intent to lease the surplus space and the lease agreement in accordance with provisions of the Education Code 39366, 39369 and 39370.

Upon conclusion of the advertisement period, the Board of Education shall, in public session, open, examine and declare all sealed proposals for lease of space. Before accepting any written proposals the Board shall call for oral bids in accordance with Education Code 39372.

LEASE OF SURPLUS SPACE IN OPERATING SCHOOLS

In the event no proposals are submitted or proposals submitted do not conform with terms and conditions contained in the resolution of intention, the Business Manager may secure a lessee and negotiate terms and conditions of the lease without bidding as specified above; provided that the terms of any such lease may not exceed three years and the Board must approve the lease.

All bidders must meet the established minimum rental: however, a "public benefit" agency, item 1 and 2 below, may meet the minimum rental requirement by a combination of money payments or the provision of services which in the judgment of the Board of Education will be of benefit to the Districts. The monetary value of such services will be determined by the Board of Education if the Board elects to approve a lease with a "public benefit" agency at a lease less than the minimum rental.

After offering the space to the educational agencies, the following priorities will be considered by the Board:

1. Student related public benefit agencies--nonprofit organizations and governmental agencies which provide significant student-related services or nonprofit child care organizations.
2. Community related public benefit agencies--other nonprofit and governmental agencies which provide needed community services, appropriate technological and environmental agencies which benefit the community (solar and wind energy), etc.
3. Private enterprise--those agencies which are clearly neither educational nor governmental such as privately financed child care centers, environmental agencies, research companies, etc.

The Board has directed the Administration to endeavor to enter into leasing arrangements having minimal demands on Administrative time.

References: Education Code 39365.5, 39384, 39366, 39369, 39379, 39372
SANTA BARBARA SCHOOL DISTRICT
SANTA BARBARA HIGH SCHOOL DISTRICT
Adopted by the Board of Education, January 21, 1982.

APPENDIX D

Glossary of Terms

I. COMMUNITY EDUCATION TERMS

Ad Hoc Committee: A small group of individuals appointed by the Community Education Advisory Council, to investigate or resolve a particular assigned issue or task. The group is usually temporary and reports its findings to the Council.

Census Tract Data: Facts and figures received from a federal census (taken every ten years) which provides information on population, education levels completed by adults, family income, etc. This information is collected during a needs assessment.

Community: A group of individuals who interact and share common bonds and mutual concerns of life. The community creates, as a result of its common interests, certain institutions of legal, protective, educative, economic, recreational and religious character. Community members develop a sense of belonging and usefulness by contributing to the general good.

Community Education: A process which seeks to provide life-long learning for all citizens, and stresses the need for community involvement in developing educational programs and social services which meet the needs identified by the community. The local school frequently serves as a community education center.

Community or Citizen Involvement: Sustained participation by members of a local community in the decision-making process on issues which affect their own interests.

Community Resources: People, material, and monetary resources in the community which are available to enrich a school's program.

Community School: A school which sees itself as a center of life-long learning with resources to help meet the learning needs of people of all ages; and a place where community members can gather to address the problems of both school and community.

Community School Council: A number of individuals representing a variety of groups (social, business, ethnic, religious, educational, parents, singles, seniors, etc.) within a community, whose functions are needs assessments, policy formation, decision-making and evaluation.

Community School Specialist: A person who is in charge at the school site or district level with coordinating school-community programs offered at a community school.

Inter-agency cooperation: The process of bringing together community members and community agency staffs to develop methods of maximizing services for the general public.

Multiple-use areas and facilities: A building, sports field, etc., designed to be used for a variety of recreational activities. A gymnasium is an example of a multiple-use facility.

Non-profit Status: A designation for a group or organization which does not seek to earn a profit, but merely to cover its operating costs. Non-profit organizations are eligible to apply for public and private monies for their special programs.

School Based Community Education: A linkage of School Improvement and Community Education programs to better address the needs and concerns of the school and community.

School Community Council: An enlarged version of a typical school site council model which includes community representation (e.g., senior citizens, business people, social service agencies, etc.).

School Community Participation: Active involvement by the school in the community by serving the needs of the community, and active involvement by community members in school affairs by helping to meet the needs of students.

Social Service and Community Agencies: Non-profit organizations whose missions are to serve the physical, mental health, social and recreational needs of the community. These agencies may serve primarily a local community or a larger geographical area.

II. SCHOOL IMPROVEMENT TERMS

Chapter I (Formerly Title I, ESEA): A federal program aimed at providing additional funding for supplementary materials and services for educationally disadvantaged students whose achievement level falls in the lowest quartile as measured by a standardized achievement test such as the Comprehensive Test of Basic Skills.

Comprehensive Test of Basic Skills (CTBS): A standardized test given to students once or twice a year which assesses achievement in reading, math, language arts, social studies and science. The results are used to give a district and individual schools a profile of overall student achievement.

Criterion Referenced Test: A test designed to measure mastery of a particular skill or set of skills.

Goal: A general statement of the end toward which efforts are directed. School Improvement goals reflect the school community's long-range expectations about what students will learn and what the school program should be.

Needs Assessment Process: The process of gathering essential information about needs and available resources in order to provide effective programs and services.

Needs: the discrepancy between what is and what ought to be.

Resources: people, funds, services and facilities available to assist schools or communities in meeting identified needs.

Objectives: specific short-range steps and actions that enable achievement of a goal. Objectives must specify:

1. What will be accomplished.
2. Who is responsible for completing the objective.
3. When it will be completed.
4. How completion will be measured.

School Improvement Consortium: The grouping together of several school districts in an area who are receiving SI funds to cooperatively assist each other. SIP program reviews are conducted in each district by other consortium members using State Department of Education guidelines.

School Improvement Program (SIP): A California State program (K-12) which provides additional funding to schools which are willing to participate in a step-by-step process to solve educational problems at the school site level. SIP involves a thorough and continuing analysis of student needs and the development by teachers, administrators, parents and community members of a school plan to meet the identified needs. Students at the secondary level are given a voice in the improvement process.

School Site Council (SSC): Each school participating in the California School Improvement Program must have a school site council. The SSC is composed of the principal, teachers, other school staff, parents, community members and, at the secondary level, students. Each group chooses its own representatives. The council plans, implements and evaluates all SIP programs offered at the school, and has authority to budget SIP funds at the school site.

Solution Procedures or Approaches: The terms used to describe the basic steps which will be undertaken to meet school improvement objectives.

State Compensatory Education: A California State Department of Education program which provides funding to local school districts which have significant numbers of educationally disadvantaged students (i.e., those falling in the lowest quartile of achievement levels).

Systematic Approach: A step-by-step process (e.g., the school improvement planning process) undertaken to achieve a school's goals or objectives.

III. GENERAL EDUCATION TERMS

Adult Education: Services or instruction adults participate in for vocational, cultural, academic or general interest purposes.

Adult Basic Education: Education for adults whose inability to speak, read or write the English language, prevents them from obtaining employment that corresponds to their real ability. Adult Basic Education programs are usually offered through Adult and Continuing Education Programs run by community colleges.

Community College: A local institution of higher learning offering cultural and continuing education programs, one and two year associate degree programs in business, computer, health services, etc., and two year academic programs for individuals seeking a baccalaureate degree.

Curriculum: A set group of subjects, classes, and/or activities that organizes learning experiences to provide maximum benefit for students.

Enrichment Courses: Classes of a recreational, skill or social nature that enhance the lives of individuals taking them. Oriental cooking, woodworking, Spanish for travelers are examples of enrichment courses.

General Educational Development (G.E.D.): A program of secondary classes in math, composition, grammar, reading, science and history that prepares participants for examinations in each subject area. Participants who successfully complete all exams receive a G.E.D. diploma.

In-service Training: Specialized, "on the job" training for individuals who desire to obtain new knowledge and skills, or who need to up-date current skills.

K-12 Education: Education provided for students kindergarten through the twelfth or senior year of high school.

Pre-school Education: Academic, skill, social and recreational education for children 0 to 6 years.

Special Education: All education provided for individuals with physical or emotional handicaps, includes academic education as well as physical and emotional therapy.

Vocational Education: Education which provides training in a skill or trade to be pursued as a career, such as, mechanical, health-aide, secretarial, plumbing, and electronic training.

IV. LEGAL AND FINANCIAL TERMS

Appropriation: An amount established in the budget to be spent during the year for a particular object(s) or program(s).

Budget: The amount of money that is available for, required for, or assigned to a particular purpose. A community education program budget would indicate expenses for all components of the program such as salaries, materials, equipment, fringe benefits, etc.

Fees: Money collected for participation in activities, programs or services provided by an organization or individual.

Joint Powers Agreement: A negotiated agreement in a community where government agencies pledge mutual commitments for facility use or finances with another organization. An example would be a city recreation department and a community school contributing money and personnel to sponsor a swimming program.

Zero Based Budgeting: A budgeting procedure that demands the cost of each budget item be calcultated from $0, each fiscal year. A school system spending $40,000 for athletic equipment in 1976, would not use that $40,000 figure as the basis for the 1977 budget. Beginning with $0, a new figure for athletic equipment would have to be calculated reflecting the actual needs of the athletic department or sports programs. Zero based budgeting provides for an evaluation of spending and bases proposed expenditures on current needs not past allocations.

V. GENERAL TERMS

Administrator: One who plans, organizes, and controls the operation of an organization. An administrator will usually work with supervisors to determine efficient methods for completing the organization's goals.

Cooperation: "Team work" on the part of groups or agencies for a common purpose or financial advantage. Groups may share resources to benefit the achievement of their goals and to provide greater services for the community.

Coordination: On-going planning and communication between organizations or agencies to provide programs that meet the community's needs without duplication or competition.

Job Analysis: A method of determining the duties, requirements, and skills of a job by careful examination of the position.

Job Description: A statement setting forth the characteristics, duties and responsibilities of a specific job or position.

Leadership: The ability of one person or a group of people to motivate others in the achievement of common goals.

Maintenance: The up-keep of recreational and educational facilities, equipment and supplies, used as part of a school or community education program.

Programming: Developing and providing courses and activities (programs) that meet the needs of the school, business, community, etc.